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## *Modern languages in comprehensive schools*

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## Appendix 1

Modern Languages in Comprehensive Schools.  
H.M.I./L.E.A. Seminars in Cleveland (1977).

Extracts



MODERN LANGUAGES  
IN  
COMPREHENSIVE SCHOOLS

DS

HMI/LEA SEMINARS

held in November, 1977

at

TEESSIDE COLLEGE OF EDUCATION

and in January, 1978

at

MARTON SIXTH FORM COLLEGE.

Group Session 1 : The Place of Modern Languages in the Curriculum

The question was asked whether other subjects also feel the need to justify their claim to a place in the curriculum. However, in language learning much effort and cost have been expended in recent years for apparently little return, so that its claim to a place needs to be questioned. Is the study of a foreign language a mere "luxury" for many of our pupils, lacking relevance to their normal environment, or is it part of their real world? After all, English has established itself as an international language, so what incentive is there? It was stated that there are many geographical, historical and psychological reasons which prevail to make the learning of foreign languages difficult and unattractive to English people. Some of those present felt that foreign languages occupied a place in the curriculum mainly for reasons of tradition and history and could not readily be justified for the majority. Others said that as foreign language teaching seemed to be failing in practice, with many pupils opting out, it was pointless trying to justify it in theory. Insight into other cultures can be given without teaching languages. The counter argument was put however that pupil failure usually results from our own failure to set appropriate objectives. Some felt that we needed to emphasise the real vocational value of foreign language skills in practical, commercial terms, though the view was also expressed that if the justification is mainly vocational, then foreign language learning should be de-schooled. However, in the end there emerged widespread agreement that foreign language study has a strong case, the following reasons being cited:

- (a) the need to widen horizons, and open eyes to other countries and their cultures. Given the traditional insularity of the British, our need to combat ethnocentrism is particularly important.
- (b) The mind-stretching quality of the exercise of learning to use an entirely new vehicle of thought.
- (c) the focussing of attention on language 'per se', language as a human phenomenon, and the differences and similarities which exist between languages.
- (d) the mental discipline which accrues from language study, and the promotion of logic and precision of thought and expression.
- (e) the contribution to the development of communication skills.
- (f) the element of self-expression involved particularly in active oral work (c.f. drama).
- (g) the sense of achievement and enjoyment which accrue from developing a new social skill.
- (h) the acquisition of a practical skill which may well become useful vocationally in an ancillary role.
- (i) the provision of a valuable springboard for the further study of foreign languages later in life.

Although some views were expressed that certain of these reasons are not unique to language study, and that all too often they do not reflect what happens in practice, the majority agreed that foreign language study has an important place in the school curriculum.

Who then should study a foreign language? The view was put that if foreign language study does make a valuable contribution to the school curriculum, all should have right of access to it. Opinions were divided



on both the range of ability to be included, and on the length of course. Some Heads felt that modern languages staff were too often 'elitist', unwilling or unable to adapt to the demands of comprehensive education, and wishing to place themselves in a special category, teaching only the more able pupils. Most language teachers however rejected this view, refusing to accept the 'elitist' label for their subject, and pointing to the dilemma created by the chronic staffing shortages for modern languages. Some felt that attempts to meet the problem by involving non-specialists in language teaching in some schools only aggravated their problems. In this connection the question of making more use of foreign nationals was raised. Certainly, notwithstanding the allegation of a "customer deficiency endemic in the north-east", the eagerness of each new pupil intake was cited as an indicator of widespread interest in the subject. Even remedial pupils were said usually to show great interest in foreign language study. Some present however questioned whether in the context of staffing shortage, teacher time was well spent with these pupils, and whether they would not be better occupied in other ways (craft subjects? humanities?). Others were concerned at the effect of exclusion of these pupils, and maintained that they could benefit from a language course with a non-linear approach and an emphasis on the passive skills, but admitted that there was little suitable course material readily available. There was one suggestion that slower pupils may benefit from a much later start, say in the 4th year, when they are more mature. The overwhelming opinion was that initially all pupils should have an opportunity to study a foreign language, no matter which one, though opinions differed on whether this should continue for 1, 2 or 3 years. Although the contrary views were expressed (a) that all should follow a foreign language course for 5 years and (b) that after an initial introductory year some pupils should be excused, opinions generally seemed to resolve into the view that the foreign language course should be a core subject for 3 years, with a full 5 year course for the more able. Acceptable goals and a record of achievement were called for those pupils finishing their language course at the end of 3 years. The style, material and methodology of this course needed to be different from that of the 5 year 'O' level course, and modern language teachers needed to recognise the ceiling of ability for sequential learning of many pupils. Clearly, early setting would be required. With regard to the 5 year course, there was a fairly strong feeling that this should be compulsory for the abler pupils (35% of the intake?). The practice in schools was seen to be widely divergent, and option schemes were criticised. As for the question of appropriateness for both sexes, although it was claimed that girls, because of their earlier maturation, their more ready acceptance of rote learning, and their tendency to work harder, experience greater success at first, thereby encouraging the boys to regard foreign language study as a girls' subject, there was no recommendation for differentiation on grounds of sex.

Consideration of the place of second and third foreign language learning (FL2; FL3) in schools gave rise to discussion of the provision of alternative first foreign languages (FL1). It was felt desirable to offer a variety of FL1 in the County, and it was stated that arrangements to offer alternatives at FL1 already operate successfully in some schools. The type of organisation which provides for a rotation of languages year by year through the FL1, FL2 and FL3 positions was not favoured. One view expressed was that schools already offer too many options and that languages departments may be better advised to concentrate on doing a good job in one language. There was a contrary view, however that it would be unfair to pupils with higher linguistic aspirations to defer their study of FL2 to the Sixth Form. An aspiring languages honours graduate (and potential languages teacher?) needs two good 'A' levels in modern languages. There was general agreement that FL2 should be offered to pupils who have shown ability in FL1, and there was some feeling that able pupils should be obliged to take an FL2. On the other hand, should a pupil be excluded from FL2 because of lack of success with FL1? An early start was called for with FL2, not later than the beginning of the third year, and preferably a year earlier. If there was a problem in staffing this, perhaps provision on an extra-curricular basis should be considered. For less "popular" languages

(e.g. Russian) possibly some central provision was called for. At sixth form level, additional languages should be made available, particularly for the 'bona fide' linguists, but there was also need to encourage 'non-linguists' to pursue language studies in the sixth form, perhaps to service their other specialisms (e.g. FL for scientists, for secretaries). The suggestion that the provision of additional language courses in extra-curricular time would produce better motivated 'clients' was countered by the view that this could lead to overloading, especially of the more academic students.

Discussion of the European Studies alternative within the modern languages department was to some extent obscured by the lack of clear definition of the aims and content of this type of course, there being a great variety of syllabuses sailing under one flag of convenience. Certainly the appropriateness of the languages staff organising such courses in which language study plays only a very minor role and when their specialist expertise is in such great demand was called into question. And yet it is above all the language teachers who have the ability to present sympathetically and from first hand experience the life and culture of the countries whose languages they have studied. Their approach is however likely to be different from that of the specialists from other disciplines, who may therefore not wish to be involved with them. Although some present felt that European Studies was simply a "fill-in", a poor substitute for language learning, and others thought that such a course was best left to other departments (e.g. liberal or social studies), there was a widely-held view that a European Studies course can have its own validity, subject to careful consideration of the objectives and sound planning, and subject also to the availability of staff time within the department.

Final plenary sessions: Recommendations:

Area Coordination:

The need for improved co-ordination on an area basis and for better liaison between sixth form colleges and feeder schools was recognised. The L.E.A. should take a positive view, giving such assistance as may be necessary (e.g. secretarial help), and taking initiatives without coercion.

The November conference favoured an arrangement of one-day seminars annually, at which the staffs of each group of 11-16 schools and their sixth form college would meet together to exchange information and discuss matters of common concern. This would involve all subjects, not just modern languages.

This arrangement was not favoured by the January conference, which preferred a more on-going form of liaison and suggested a pattern of mandatory meetings, two half-days per year for each area subject panel, held in school time. There would be value in such area panel meetings even where the sixth form college system was not operating.

Both proposals were seen as additional to continuing contacts at a more informal and personal level.

County Consultative Panel:

In the context of a discussion of the need to work towards some agreed and rational pattern of foreign language provision across the County, the November conference saw value in setting up a consultative committee of experienced teachers to assist and advise the County Education Officer. The January conference felt that this step should follow the development of effective area co-ordinating panels, which might then send representation to it.

Questionnaire:

The Modern Languages Advisers asked the Heads of Department whether they would be willing to provide information on a questionnaire, so as to assist the Advisers in the dissemination aspects of their work. This was readily agreed.

Graded Examinations:

A proposal to investigate the provision of a set of "language level" examinations, principally with the likely 3-year course pupils in mind, was approved at both conferences. The associated proposal for some form of local certification was also carried, with a warning from the November conference of the danger of creating a "Certificate of failure".

Curriculum Guidelines:

There was considerable interest at the November conference at the suggestion that a working group of interested teachers might come together to produce non-prescriptive guidelines for a scheme of work.

Flexible or Joint Appointments:

In connection with the problem of staffing minority languages and as an alternative to the idea of peripatetic appointments, it was suggested at the January conference that teachers could be appointed to serve in 2 schools.

Intensive Courses:

There was a proposal at the January conference that the L.E.A. should concern itself with providing residential week or weekend intensive language courses, for sixth-formers and for fourth-formers. Perhaps Youth Hostels could be utilised in the "off-season".

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At both conferences there were many expressions of appreciation at the opportunity for frank discussion in groups of fundamental issues with colleagues from right across the county. The mix of Head Teachers and Heads of Department in each group was particularly appreciated. Many expressed the view that similar seminars for other subjects would be equally valuable.

## APPENDIX C

# OUTLINE OF POSSIBLE OBJECTIVES FOR PUPILS STUDYING A FIRST FOREIGN LANGUAGE FROM THE AGE OF ELEVEN

Objectives for pupils likely to terminate their study after

Objectives for pupils likely to terminate their study after 3 YEARS			Objectives after 3 years of study for pupils likely to complete a 5 year course.	Objectives for those completing a 5 year course
Understanding of concrete everyday language used in specified situations; ability to identify subject matter of speech so as to respond in English or by action.	Understanding of concrete language within wider range of lexis and structures.	Understanding of everyday language in an increasing range of situations.	Greater understanding of everyday language spoken at near normal speed.	Detailed understanding of concrete language spoken by a native at near normal speed and involving familiar language; gist understanding of language similarly spoken over wider range of lexis and structure.
Recognition reading of a simple routine nature; shop signs, labels, products, signs etc.	Wider range of vocabulary and structures; gist reading of a more consecutive nature.	Understanding of simple items such as letters, notices and short narrative texts.	Detailed reading of items such as letters, notices and simple foreign texts; gist understanding of a wider range of reading material.	Detailed and gist understanding of concrete language in newspapers, advertisements, formal and informal letters and possibly adapted foreign texts.
Two-language communication with each speaker using his own language.	The ability to ask for simple information in the foreign language; further speech in English.	The ability to ask and answer specified questions satisfying simple routine needs and minimum courtesy requirements.	The ability to ask and answer everyday needs and including simple narrative and description (in tenses other than the present)	The ability to ask and answer questions in a wider variety of situations and involving increasing complexity of structure and breadth of vocabulary.
Of no significance as a goal but practised as an aid to memorisation and to teacher serenity.	Reproduction of language encountered in speech (above); very simple letter writing.	Writing of dialogue, narrative and simple letters of a personal type.	Personal writing about family, home and interests; letters and simple compositions.	Accurate and fluent personal writing about family, home and interests as well as narrative and descriptive composition.
less able pupils.	below average pupils	pupils of average ability	able pupils	very able pupils

## Topic Areas

### 1. Speaking

#### A. Personal Conversation

- i) Names, ages and addresses.
- ii) Family: brothers and sisters, their names and ages; pocket money, pets, duties at home
- iii) The pupil's home town or village, its size, situation and amenities
- iv) School, subjects, favourite and unpopular subjects, homework, class, timetable, exams
- v) Hobbies, interests, sports, fashion, favourite TV and radio programmes, friends, 'going out'
- vi) Making a rendezvous, arriving and departing
- vii) Future plans, leaving school, future occupation
- viii) Holidays and holiday plans, weather
- ix) Visits to Germany, means of travel, where, when, with whom the pupil went and stayed, whether he liked or disliked things or people
- x) Staying in a German family, e.g. time of going to bed and getting up, likes and dislikes of food and drink, whether one wants to go to church, how one has spent one's time, where one has been, etc.

#### B. Practical Situations

- i) with friends and acquaintances in homes and families
- ii) in hotels
- iii) in shops
- iv) in a post office, in a bank
- v) in a restaurant or Gastst tte, at table in a German family
- vi) at a railway or bus station, at an airport, at a lost property office
- vii) in a train, bus or tram, on a boat
- viii) at a garage or petrol station
- ix) at a road accident or at a doctor's
- x) at a cinema, theatre or travel agency.

#### C. Categories of Communicative Function

The following are a list of things a pupil should be able to express in German using the appropriate structures and vocabulary contained in the Structure and Vocabulary lists. These Linguistic Activities must also be seen within the context of the Conversation Topics and Practical Situation above.

The pupil should be able to:

- i) Express gratitude, surprise, disappointment, pleasure, displeasure, like, dislike, admiration, regret, hope, happiness, fear, apprehension, satisfaction and dissatisfaction, wishes, intentions, preferences, reasons, possibility, conditions, purpose, obligation and prohibition
- ii) Address and greet people, take leave, introduce people to each other, apologise, inquire about people's health and comfort, invite people, give instructions and orders.



iii) Request goods, services, favours, information and permission, inquire times of departure and arrival, order and pay in cafes, restaurants, shops, etc.

iv) Express time and measurements

v) Describe where things or people are and/or where they are going

vi) Describe things, people, actions.

### Listening

#### A. Biographical and Conversational Texts

See lists A, B, C of Speaking.

#### B. Descriptive Texts

Description of a flat or house

a town or village

a view

a person

#### C. Narrative Texts

Narrative about Christmas and New Year, Easter

a birthday

Fasching/Karneval

a visit to or from the doctor

a motor accident

a journey

an evening out

a weekend

participating in a sport

cooking a meal

A good story, e.g. of crime or adventure.

#### D. The expression of opinion

Living in town versus country

The school curriculum

Generation gap

E. Short texts in particularly useful registers

Station/airport announcements

Weather forecasts

News broadcasts

3. Reading

A. Biographical, Descriptive, Narrative, Conversational Texts

See Lists A, B, C, D of Listening.

B. Short Texts in particularly useful registers

Instructions and information on medicines

public telephones

theatre posters

station timetables

menus

travel brochures

price lists

4. Writing

A. Registers

i) informal letter

ii) formal letter

iii) account

iv) instructions

B. Topics (within the context of registers above)

i) informal letter to friends and relatives

thanks for presents

thanks for holidays

thanks for visits

starting pen-friendships

giving and seeking: name, address, age

details about family

information about home, home town etc.

information about school subjects, homework etc.

information about hobbies, sports, friends etc.

information about holidays, travel, likes and

dislikes etc.

information about future plans

arranging visits

arranging rendezvous

giving family news

ii) Formal letter to hotels, youth hostels, camping sites, tourist agencies, employers.

reserving rooms

retrieving lost property

requesting information about a town, region or festival

inquiring about a job

iii) account

a street accident

a football match

a school activity

a journey - stations, departure and arrival, times, changes, etc.

a message received

a meeting

a conversation

information obtained from maps, books, encyclopaedia or other source

iv) instructions

on getting to a meeting place

on caring for household during absence of writer

on looking after pets

on preparing meals

## Appendix E

### Possible aims for the first three years of the language course

#### Oral

1. Ability to identify self, origins, interests and elicit this information.
2. Ability to state needs and to modify the statement to some degree in response to questions or voluntarily.
3. Ability to thank someone during/after fulfilment of the needs.
4. Ability to respond to/inaugurate small talk concerning weather and other recurrent topics of conversation.
5. Ability to discover the needs of others and to respond.
6. Ability to state/define non-comprehension of what is said or written.
7. Ability to transfer an enquirer to someone else.
8. Ability to elicit information on an immediate situation.
9. Ability to comment on (not describe) an immediate situation.
10. Ability to describe/comment on past situations.
11. Ability to elicit information on past situations.
12. Ability to state future intentions.
13. Ability to elicit information/comment on someone else's future intentions.

(N.B. 10-13 are considered less important or less urgent than others)

#### Aural comprehension

As above, allowing that there will always be areas of non-comprehension which would have to be stated by the pupil. It also has to be allowed that the passive vocabulary can be far larger than the active.

#### Reading

1. Ability to read a simple letter incorporating items from the oral list but with a larger passive vocabulary which may not be the same as the passive aural vocabulary.
2. Ability to recognise the various tenses at least to the extent of knowing whether what is happening in a story is in the past, present or is planned for the future. (Past historic may be included for recognition)
3. Ability to understand a simple story accompanied by illustrations.
4. Ability to understand common signs and notices.

Reading  
continued..

5. Ability to understand selected and edited extracts on subjects of interest. (Extracts may well vary from child to child.)
6. Ability to use a simple French-English dictionary.

Writing

1. Ability to write a simple letter (Thanks, query, statement of intention).
2. Ability to develop oral composition on a situation to the point where it can be written down.
3. Ability - for variety and to aid memory - to write down and manipulate most of the elements contained in the oral work.
4. Ability to write down simple instructions, directions etc.
5. Ability to write down simple dictated messages and instructions.

## Appendix 2

Cleveland Defined Content Syllabus  
Draft Versions. Levels I and II. (1978).

Extracts

Cleveland Defined Content Syllabus - Level One - Draft

Notes

1. It is assumed that any items included in the speaking sections of the syllabus will be understood aurally by pupils.
2. It is also presumed that pupils will know the following items, not specifically written down in the syllabus:
  - a) numbers 1 to 100
  - b) days of the week
  - c) months of the year
  - d) dates
  - e) time
  - f) an understanding of basic metric weights and measures.
  - g) a basic comprehension of French money.
3. Certain items will be appropriate in more than one section or topic, and will not necessarily have been listed in all the relevant topics.

Speaking

Il y a un/une.....près d'ici ?  
Où est ..... ?

le marché	l'épicerie
le supermarché	le tabac
la pharmacie	la banque
la boulangerie	la poste
la boucherie	

Je voudrais.....s'il vous plaît.

une bouteille de vin  
                                  lait  
                                  limonade

un kilo de pommes  
                                  poires  
                                  bananes  
                                  pêches  
                                  oranges

cent grammes de

une glace.....fraise/chocolat/vanille

un paquet de cigarettes  
                                  biscuits

du pain  
du chocolat  
des bonbons  
un gâteau  
un melon

comme ça  
c'est combien ?  
des cartes-postales  
un timbre pour l'Angleterre  
un journal anglais  
un plan de la ville

Je voudrais changer de l'argent/un chèque

Listening

Vous désirez ?  
Voilà.....et avec ça  
Ça fait.....francs.  
C'est tout ?

Non, je regrette.....  
Nous n'en avons pas.  
Vous payez à la caisse

Quel parfum ?



Shopping (Cont)Reading

Monoprix  
Prisunic  
Charcuterie  
Pâtisserie  
Confiserie  
Alimentation

Ouvert + times and days of the week.  
Fermé

Postes/P.T.T.  
Timbres  
Téléphone  
Caisse  
Change  
Agence de Voyages  
Prices and weights

At a cafe, bar or restaurant

Speaking

Garçon/mademoiselle ... s'il vous plaît.

Je voudrais                    une table/pour ... personnes?  
Avez-vous

un café  
un café-crème  
une limonade  
un pepsi  
un coca  
un orangina  
un chocolat  
une bière  
un vin            rouge/blanc/rosé

un sandwich    au fromage  
                 au jambon

le menu, s'il vous plaît

du pain  
du potage  
du poulet  
du poisson  
un steak  
des frites .. petits pois .. carottes  
de la salade  
une glace .. vanille, fraise, chocolat  
une pomme .. orange .. poire .. banane

l'addition, s'il vous plaît

Listening

vous désirez, monsieur, madame?  
vous avez choisi?

et comme boisson?

c'est tout?  
et avec ça?

bon appétit

ça fait ... francs

tout de suite

At a cafe, bar or restaurant cont.

Reading

All items of food and drink from speaking section, as likely to be found on a menu, prices list etc.

le menu à .. francs

ouvert + days of the week .. de... heures à .... heures.  
fermé

Restaurant

Café

Bar

service compris

service non compris

Toilettes Hommes  
Dames

Suggested revised syllabus - changes are marked \*

— where items are removed from Level 2 it is proposed that they be included in Level 3. (Unless otherwise indicated)

Cleveland Defined Content Syllabus - Level Two - Draft

Notes

1. It is assumed that any items included in the speaking sections of the syllabus will be understood aurally by pupils.
2. Certain items will be appropriate in more than one section or topic, and will not necessarily have been listed in all the relevant topics.
3. Following on Level 1, this syllabus may contain items listed in the previous one. In some cases items known for comprehension only in Level 1 have been placed in the list for active production in Level 2. The syllabus incorporates more topic areas and contains real linguistic progression in those areas featured for the second time.

## A. Shopping

### Speaking =====

Je voudrais	un paquet	de	café
Avez-vous	une bouteille		thé
Donnez-moi	une boîte	d'	eau minérale
	un kilo		vin rouge/blanc/rosé
	un demi-kilo		pommes de terre
	50 grammes		tomates
	'X' tranches		chips
	un pot		raisins
	* une tablette		fraises
			jambon
			pâté
			saucisson
			porc
			confiture
			beurre
			bonbons
			chocolat(s) *
* Charcuterie			
* <u>Pâtisserie</u> (to include)			
mille feuilles	une baguette		
éclair	une ficelle		
chou (à la crème)	des oeufs		
religieuse	des sucettes		
chausson (aux pommes)	des croissants		
galette	le rayon de vêtements		
	cadeaux		
	jouets		
	disques		
	d' alimentations		

\*\*\*\*\*

### Souvenirs

Je voudrais	un cendrier
etc.	un canif
	un briquet
	une ceinture

une maquette d'avion  
de bateau  
d'autobus

mon père  
ma mère  
ma soeur  
mon frère  
mon ami(e)

un mouchoir pour  
un souvenir de (+ name)  
France  
la région

une poupée  
un porte-clefs  
un disque  
un sac (à main)  
un portefeuille

\* *des lunettes de soleil*

\*\*\*\*\*

un tee-shirt  
un maillot de bain

\* ~~un collier~~

\*\*\*\*\*

(à la parfumerie)

du savon  
du dentifrice

\* ~~du shampoing~~

\* ~~du maquillage~~

du parfum

\* ~~une grande/petite bouteille de parfum~~

\* ~~une brosse à dents~~

\* ~~un atomiseur~~

une pellicule en noir et blanc  
en couleurs

\*\*\*\*\*

\* ~~du papier à lettres~~

\* ~~des enveloppes~~

un bic

un crayon

du scotch

\*

~~de la ficelle~~

une boîte d'allumettes

un paquet de cigarettes      sans/avec filtre  
cigares

un guide

un timbre à .... centimes

à .... franc(s)

à .... franc(s) .... centimes

\*

je voudrais envoyer un télégramme (en Angleterre) (s'il vous plaît)

je peux téléphoner d'ici?

je voudrais parler à

to level 3

une communication à P.C.V.

un jeton

\*\*\*\*\*

\* ~~non je ne l'aime pas~~ je n'aime pas ça

c'est trop grand(e)

petit(e)

oui c'est très bien

c'est trop cher

\* ~~avez-vous quelque chose de moins cher?~~

\*\*\*\*\*

### Listening

=====

A votre service

certainement

je n'en ai pas

nous n'en avons pas

avez-vous de la monnaie?

c'est bien?

ça va

cela vous plaît?

\* attendez un moment

\* c'est très à la mode.

au rez de chaussée  
au premier étage  
deuxième  
troisième  
au sous sol

\*\*\*\*\*

\*  
to level 3

remplissez un formulaire, s'il vous plaît  
bien sûr  
attendez un moment  
ne quittez pas  
il faut mettre ..... francs dans la fente  
introduisez ....

\*\*\*\*\*

Reading  
=====

Librerie - papeterie  
Bureau de poste  
Café tabac

Grands magasins	les Galeries Lafayette
	le Printemps
Hypermarchés	Mammoth
	Carrefours

Entrée libre  
Sortie Interdite  
Défense de fumer  
Self-service  
Promotion Solde

Télégrammes = nom/adresse/texte/signature



I. Eating Out in a Restaurant/or Café

Speaking

=====

une table libre

le menu à ... francs (nous prenons)

le menu touristique à ... francs

comme dessert

for reading from the menu (aloud to a waiter)

hors d'oeuvre

crudités

le poulet rôti

le coq au vin

un rôti de boeuf

un steak bien cuit/à point/saignant

un steak - hache filet

les escargots

les cuisses de grenouille

une omelette espagnole/aux champignons/française/au fromage/au jambon

les haricots verts

les pommes sautées/à vapeur

une tarte aux pommes

une crème au caramel

fromage

un croque monsieur

madame

un diabolo à la fraise

à la menthe

au citron

une crêpe chocolat/confiture/sucre/chantilly/bénédictine/jambon

une gaufre sucre etc.

une carafe de ...

de l'eau

(avez-vous) une pièce de monnaie pour le juke-box?

le service est compris?

Listening

=====

vous avez réservé une table?

oui nous avons une table libre

une table pour ..... personnes

je regrette, nous n'avons pas de tables libres

il faut attendre monsieur

vous êtes combien?

comme viande?

comme dessert?

Reading

=====

le menu (touristique) à ... francs

tarif des consommations

à emporter

couvert

crêpes/crêperie

gaufres

### Appendix 3

The York Scheme. Mike Buckby (1977).

## Towards a graded system of syllabuses and examinations

### 1. The background

- (i) Some 70% drop the FL by 14, usually with nothing to show for the work done except negative attitudes.
- (ii) General level reached at 16+ by the minority who continue is generally very low.
- (iii) Too often, pupils have neither acquired useful FL skills nor been educated.
- (iv) The nature and content of our exams have contributed a great deal to the present unhappy situation of FLs.

### 2. A way ahead?

- (i) Graded syllabuses and exams already widely used (e.g. in music, swimming, judo) to encourage and monitor individual progress.
- (ii) Pilot schemes for FLs in Oxfordshire and York.
- (iii) Need for clearly defined syllabuses.
- (iv) Need for goals to be realistic, attainable by the large majority and educationally valid.

### 3. The York scheme : preparations

- (i) Began with Level 2 as top priority, aimed principally at average and below average pupils of 14 years. Hopes to motivate pupils, especially in 3rd year, to encourage a relevant teaching course before it and to foster positive attitudes to FLs.
- (ii) Work on a small scale has helped speed, close contact and freedom to experiment.
- (iii) Our syllabus.
- (iv) Preparing the exam papers.
- (v) High standards of performance demanded : pass mark 70%.

### 4. The York exam

- (i) Listening Comprehension (36%) : 12 short dialogues recorded by native speakers. Questions in English: multiple choice and open-ended.
- (ii) Reading Comprehension (64%) : 'survival' reading (signs, notices, menus, etc.) a narrative passage and a letter. Questions in English.

Clearly defined skill for pupil + teacher  
- useful, attainable by many  
involved as some valid.

-2-

(iii) Oral (20%) : 2 rôle-playing situations, plus general questions.

All orals recorded:

- a) for standardisation
- b) for experimental data.
- c) for marking
- d) for status
- e) to accustom pupils and teachers to use of tape recorder for recording.

##### 5. A look into the crystal ball

- (i) Next year, will extend to Level 3 and, hopefully, Level 1.
- (ii) Then a Level 4, perhaps a Group Mode 3 CSE.
- (iii) Extend to adults (e.g. in evening classes).
- (iv) Plans for German working party.
- (v) Start on evaluation of the scheme?
- (vi) Problems of certification.
- (vii) Into Europe and towards the threshold ...

Michael Buckby, 1977

#### Appendix 4

The Threshold Level. J.A. VanEk.  
(1976)

Extract

# The threshold-level

J. A. VAN EK

Director

Institute for Applied linguistics

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The threshold-level is the lowest level of general foreign language ability to be recognised in the unit/credit system. It is what we consider to be the lowest level at which learners may expect to be able to interact socially with foreign language speakers, not only in order to satisfy their physical needs but also in order to establish and maintain social relationships, albeit of a somewhat rudimentary kind. It is a level at which learners should be able to maintain themselves in most everyday situations, including situations for which they have not been specifically trained.

Situations are predictable only to a limited extent. This means that as long as a learner has not mastered the ability to transfer what he has learned to new or partially new situations his communication possibilities will be severely limited. In such a case we do not regard him as having reached a level of **general** language ability.

The threshold-level was chosen as the first learning-objective to be defined in the unit/credit system. This was done for practical reasons which will be discussed below. Defining this objective was an exercise in the application of a model for the specification of language learning objectives. This model had been developed specially for the unit/credit system.

The unit/credit system, to be distinguished from the more comprehensive unit/credit scheme, is basically a system of language-learning objectives. The model for the definition of these objectives serves as

the ordering principle of this system. It binds the various elements together into a single whole and determines their mutual relations. In order to fulfil this function it has to be a **universal** model, i.e. one capable of defining all potential language-learning objectives. It should be noted that throughout this paper the term "language-learning" is used in the strictly limited sense of "learning to use a foreign language as a means of communication".

Objectives which are defined by means of our model will have the following main characteristics:

1. They are learner-oriented.
2. They are highly explicit.
3. They are flexible.
4. They fit into a system of objectives.

When we qualify our objectives as being **learner-oriented** this means that we do not say: "Here is a useful bit of language (lists of high-frequency words and structures) and now let's see how you

can learn this", but "You, learner, want to function in a foreign language; now let's see just what this means, what you will have to be able to do, and then how you can learn to do this". This orientation towards the learner determines the main points to be dealt with in defining an objective:

- Who is the learner; what are his characteristics?
- What will he need to do in the foreign language?
- What language forms will he need in order to do this?

The major question to answer is the second: "what will the learner need to do in the foreign language?" The answer to this question will form the main part of the definition of an objective. We will try to answer this question in a number of steps which result in an analysis of verbal behaviour as a communicative activity.

**Step 1: In what situations will the foreign language be used by the type of learner we have in mind?**

These situations are not fully predictable, but we can at least characterize them in a relevant way by stating:

- a. the settings in which the learner will need to use the foreign language;
- b. the social and psychological roles he will have to play;
- c. the topics he will need to deal with.

**Step 2: In what language-activities will the learner engage?**

Will he mainly be a reader of the foreign language; will he mainly use it orally, as a listener or also as a speaker; will he have to compare the foreign language

and his mothertongue, as a translator or as an interpreter, etc. etc.?

**Step 3: What language-functions will the learner need to fulfil?**

Will he have to assert, to question, to command, to expostulate, to persuade, to apologize, etc. etc., or will he have to be able to understand others fulfilling these functions?

**Step 4: What will the learner need to do with respect to each topic?**

If one of the topics he is likely to discuss is natural scenery, just what will he need to be able to do with respect to this topic? Will he wish to give merely a general characterization of the scenery in the region where he lives, or will he need to be able to discuss techniques of landscape-planning, or environment problems, or both?

**Step 5: What concepts will he need to be able to deal with in the foreign language in order to do all that has been specified earlier?**

Finally we may try to state what language-forms (words, structures, etc.) he will need to be able to handle in order to function in the way described.

The second main characteristic of objectives defined by means of our model is their high degree of explicitness. Of course, they are not explicit in an absolute sense. Language-learning objectives can never be defined with absolute explicitness because language use is never fully predictable (except perhaps in the most restricted situations). Yet, definitions based on our model are more explicit than most definitions of language-learning objectives. This has obvious advantages in that it gives all those involved in the teaching/learning process, including the learner himself, a clear



view of just what is expected of them. The result of this should be a considerable increase of efficiency. On the other hand, the explicitness of the definitions may also have its drawbacks. It would not be inconceivable that course-producers, teachers and learners, might feel somewhat alarmed by the constraints it would seem to impose upon them. Whether this concern is justified would seem to depend entirely on the use made of the definitions. There is little justification for it if the third principal characteristic of the definitions, their flexibility, is taken into account.

Objectives defined by means of the present model have a high degree of **flexibility**: they can be easily adapted to the needs of particular sub-groups in the target-population. Their explicitness makes it possible to produce variants in a strictly controlled way simply by replacing certain items, or classes of items, by others of similar weight in terms of number and type of language-exponents. Thus neither the general level of the objective nor the total range of situations in which the learners will be able to function is affected.

The model for the definition of objectives serves as the **ordering principle of the unit/credit system**. By using the same sets of categories for all the objectives in the system it becomes possible to make very exact comparisons, to establish just what these objectives have in common and in exactly what ways they differ as to the language behaviour potential they define. These comparisons may be made with respect to successive degrees of **general** foreign language ability, but also with respect to different **types** of foreign language ability, for instance in order to establish the relation between the ability to use the foreign language for certain professional purposes and the ability to use it for general purposes.

In the same way it becomes possible to assign a place within the total system of objectives to objectives for such different types of education as adult education and school education, to make explicit the relations between the two types and to guide learners from one type to the other. In other words, a system such as the present one is needed if the idea of "éducation permanente" is to be implemented.

The threshold-level was chosen as the first objective to be defined within the system because it constitutes an essential rather than a marginal objective. The large majority of learners who would enter the unit/credit system as beginners would have to pass through this level, whatever their ultimate objective would be. The threshold-level would therefore meet the needs, either totally or partially, of the largest possible class of (potential) learners in a large number of countries. In addition, the target group would undoubtedly be large enough to warrant a large-scale provision of learning facilities, and especially the use of multi-media systems.

The class of learners for which the thresholdlevel has been developed has the following characteristics:

1. They will be temporary visitors to a foreign country (especially tourists); or
2. they will have temporary contacts with foreigners in their own country;
3. their contacts with foreign-language speakers will, on the whole, be of a superficial, non-professional type;
4. they will primarily need only a basic level of command of the foreign language.

From the characteristics of the members of the target-group we derive the types of situations in which they are likely to need the foreign language, and subsequently we specify each of the components of our model for the definition of language-learning objectives.

By **situation** we mean the complex of extra-linguistic conditions which determines the nature of a language-act. As stated above we characterize situations

by specifying three components: settings, roles and topics.

The full definition of the threshold-level lists some 90 **settings** in which the learners will be able to use the foreign language. Thus for instance under the major category **place**, sub-category **indoors**, sub-sub-category **accommodation**, we find the settings hotel (hotel-room, reception), camping-site, holiday camp, hostel, boarding house, farm house.

Extract from Chapter 5 of 'The Threshold Level': Specification of Situations.

2.2 Indoors

2.2.1. Private life:

1. house
2. apartment
3. room
4. kitchen.

2.2.2 Public life:

2.2.2.1 Purchases:

1. shop
2. supermarket
3. multiple stores
4. indoor market.

2.2.2.2 Eating and Drinking:

1. restaurant
2. café
3. snack bar
4. bar
5. canteen.

2.2.2.3 Accommodation:

1. hotel
  - hotel room
  - reception
2. camping site
3. holiday camp
4. hostel
5. boarding house
6. farm house.

2.2.2.4 Transport:

1. railway-station
2. bus-station
3. airport
4. ferry terminal
5. ticket office
6. travel bureau
7. information office
8. lost property office
9. customs and immigration
10. garage
11. petrol station
12. indoor car-park.

to be able to handle such notions as ill,  
pain, health, operation, being operated  
upon, bandage, accident, diseases, etc.

Extract from Chapter 9 of 'The Threshold Level': General Notions

GENERAL NOTIONS

Notions are the concepts which people use in verbal communication. Such notions are heterogeneous in that they represent a wide variety of levels of abstraction. This is inevitable because it reflects the nature of language itself. We use language to refer to concrete objects such as chairs and tables, but we also use it to deal with highly abstract relations such as dative and objective relations. The list to be presented in this chapter is arranged systematically in accordance with the overall categorisation proposed in Chapter 2. There is a considerable amount of overlap between this list and the lists in Chapter 7 and Chapter 10. Thus, for instance, the "general notion" *capacity/incapacity* (2.4.3.10) is to a certain extent paralleled by the "language function" *expressing capability and incapability*, and the "general notion" *colour* (2.4.1.12) by "specific" colour-notions in the list described in Chapter 10. From a theoretical point of view, this may be unsatisfactory. It reflects our inability to deal with the question of "what is done by means of language" in a strictly scientific way. What we have attempted, instead, was to develop a system of classification which, in spite of its shortcomings, would ensure the fullest possible coverage. This system is to a certain extent uneconomical in that it lists a number of items twice or even three times. From a practical point of view, however, this is hardly a disadvantage.

General notions  
\*\*\*\*\*

- 1                    Notions of entities  
                     including *Deixis* (see Chapter 11, division II)
- 2                    Notions of properties and qualities
  - 2.1                Existential
    - 2.1.1            existence/non-existence
    - 2.1.2            presence/absence
    - 2.1.3            availability/non-availability
    - 2.1.4            possibility/impossibility (objective)
    - 2.1.5            occurrence/non-occurrence
  - 2.2                Spatial and temporal
    - 2.2.1            location
    - 2.2.2            motion
    - 2.2.3            dimension
      - 2.2.3.1          size
      - 2.2.3.2          length
      - 2.2.3.3          pressure
      - 2.2.3.4          weight
      - 2.2.3.5          volume
      - 2.2.3.6          temperature
      - 2.2.3.7          age
    - 2.2.4            point of time ✓
    - 2.2.5            length of time (duration),
    - 2.2.6            speed
    - 2.2.7            frequency ✓
    - 2.2.8            continuity ✓
    - 2.2.9            intermittence ✓
    - 2.2.10           permanence ✓
    - 2.2.11           temporariness ✓

2.2.13	uniqueness
2.2.14	commencement
2.2.15	cessation
2.2.16	stability
2.2.17	change, transition
2.3	<u>Quantitative</u>
2.3.1	number
2.3.2	quantity
2.3.3	degree
2.4	<u>Qualitative</u>
2.4.1	physical
2.4.1.1	shape
2.4.1.2	size, measure
2.4.1.3	weight, pressure
2.4.1.4	temperature
2.4.1.5	moisture, humidity
2.4.1.6	visibility
2.4.1.7	opaqueness
2.4.1.8	audibility
2.4.1.9	taste
2.4.1.10	smell
2.4.1.11	texture
2.4.1.12	colour
2.4.1.13	age
2.4.1.14	physical condition
2.4.1.15	climatic condition
2.4.1.16	material
2.4.2	personal
2.4.3	evaluative
2.4.3.1	value, price
2.4.3.2	quality
2.4.3.3	rightness/wrongness
2.4.3.4	acceptability/inacceptability
2.4.3.5	adequacy/inadequacy
2.4.3.6	desirability/undesirability

#### Extract from 'The Threshold Level': Chapter 10

#### CHAPTER 10

#### SPECIFIC NOTIONS (TOPIC-RELATED)

In Chapter 5 the topics were introduced as part of the description of the situations in which learners at T-level might be expected to need foreign-language ability. In Chapter 8, we described in some detail what the learners would be able to do at T-level with respect to each topic. In order to do all that was described the learners will need the ability to handle a large number of notions in the foreign language. It is possible to draw up a list of such notions for each topic separately, which is, in fact, the procedure we have adopted. The method for the selection of these notions is to a very large extent subjective; it is based on introspection, intuition, experience. It is, perhaps, to be regretted that no more scientific method could have been used in this case, but, even if such a method could have been available, its application would have required an investment of time and money which, in the present circumstances, was out of the question. The situation is, of course, very familiar to all those concerned with educational development.

Lacking the huge resources which might have made a more scientific approach possible we have attempted to reduce the subjective element in our selection to a certain extent by comparing the first draft of our own lists with the notional content of various word-lists drawn up for a number of different languages, especially the "Mindestwortschätze" of the "Volkshochschulverbände". For this purpose we "translated" the words given in these sources into the notions they represented and subsequently checked our own lists mainly in order to find out whether there were unjustifiable omissions. The results obtained by this procedure are presented in this study as a basis for experimentation and will undoubtedly undergo modifications in the light of the expected feedback.

For reasons of space the list of specific notions is not presented in this chapter, but, together with the exponents for T-level English, in Division III of Chapter 11.

The list of notions is non-language-specific. It is unfortunate, but of course inevitable, that we have to refer to the notions in a particular language. The labels used for the notions might be misinterpreted as actual words proposed for that particular language, in this study English. We hope that the presentation in Chapter 11 of notions and exponents in two columns will preclude such misinterpretation.

#### Extract from Chapter 6 of 'The Threshold Level': Language Forms

##### Content-specification: Division III

##### Notions derived from topics

##### and their T-level exponents for English

1	<u>Personal identification</u>	
1.1	<u>name</u>	
	name	name P <i>What's your name?</i>
	forename	first name P  Christian name R  forename R <i>His first name is Charles</i>
	surname	surname P  family name R <i>His surname is Robinson</i>
	initials	initials R <i>Are you initials G H S?</i>
	Mr (+ proper name)	Mr P <i>This is Mr Jones</i>
	Mrs (+ proper name)	Mrs P <i>This is Mrs Jones</i>
	Miss (+ proper name)	Miss P <i>This is Miss Jones</i>
	terms of address if no proper name is used (French: <i>monsieur, madame, mademoiselle, as in merci beaucoup, monsieur</i> )	No English exponents at T-level
	to spell	to spell P <i>Can you spell your name, please?</i>
	names of letters of the alphabet	a, b, c, etc. P z: /zɛd/ or /zi:/ P, the other pronunciation R <i>My name is spelled b-l-a-c-k</i>
	to call (= to refer to by the name of ...)	to call P <i>We call him ...</i>
	to be	

	to sign (= to write one's signature)	to sign R <i>Have you signed your cheque?</i>
	signature	signature R <i>Before we can pay this cheque we must have your signature</i>
	letter (Ger. Buchstabe)	letter P <i>What is the last letter of your name?</i>
1.2	<u>address</u>	
	address (= place of residence)	address P <i>What is your address?</i> <i>My address is 15 Church Road, Cricklewood</i>
	to live (= to be domiciled)	to live P <i>Where do you live?</i> <i>I live in France</i>
	street	street P
	road	road P
	square	square P <i>I live in Portman Square</i>
	park	park P <i>My house is near Hyde Park</i>
	house-number	number P <i>I live at number 15</i>
		<u>cardinal numerals up to 4 digits</u> P
	countries	country P <u>names of own country, country (major countries) of foreign language, neighbouring countries of own country</u> P <u>neighbouring countries of foreign language country</u> R
1.3	<u>telephone number</u> (see also 11.2)	
	telephone	telephone P phone R <i>Have you got a telephone?</i>
	to telephone	to telephone P * to call R to ring up R to make a (phone-)call R <i>I'll call you at 5 o'clock</i>
	telephone number	telephone number P <u>cardinal numerals of 1 digit including 0</u> P

\* This exponent is chosen for productive use because it constitutes the smallest additional learning-load if the noun telephone has been learned, moreover it is the most "international" of the exponents.

Together, the components described above constitute the operational part of the threshold-level definition. They specify as explicitly as we can just what the learners will be able to do in the foreign language. So far, it should be noted, our definition has been non-language-specific, i.e. it would apply to any language used, let us say, within the general

socio-cultural context of the member-states of the Council of Europe. Minor modifications, of course, are always possible, for instance to include the Spanish **torero**, the French **croissant** or the Austrian **Jause**. Such modifications are superficial, however, and will hardly affect the all-important components of language-functions and

general notions. This definition, then, should be an appropriate basis for a truly European system incorporating all European languages.

The following component is no longer non-language-specific. Here we list, for each language separately, the actual language-forms, such as words and structures, which the learners might need in order to do all that was specified before. This component is directly derived from previously specified components by asking ourselves for each language-function, for each general notion, and for each specific notion, how they would be expressed in the foreign language in a simple way (we are, after all, dealing with a minimum level). While doing so we simultaneously distinguish between what the learner will have to be able to produce himself and what he is only likely to hear (or read) from others. The following examples may serve to illustrate this:

In English the language function of **identifying** will require the learners to be able to use demonstrative pronouns, particularly in the structure: "demonstrative+copula+NP (noun phrase)", at least the subject forms of personal pronouns in the same structure, declarative sentences, and short answers such as **Yes, he is**. All these exponents are meant for productive and receptive use. For the function of **attracting attention** it will be sufficient if the learner can say "excuse me", but useful if he can also **understand** "I say.....". To express the general notions **rightness/wrongness** the adjectives "right" and "wrong" are listed together with the auxiliary "should" in the pattern "NP+should (not)+VP (verb phrase)", for productive and receptive use, and "ought" for receptive use alone. For the specific notion **surname** we recommend the lexical item "surname" for productive and receptive use, and "family name" only for receptive

use. From the total set of exponents derived in this way we finally extract a minimum vocabulary and a minimum grammar.

Since it is customary to give a rough indication of the height of a level of linguistic proficiency by stating the total number of lexical items which the learners are expected to be able to use, it may be of interest to note that the threshold-level vocabulary for English contains some 1000 items for productive and receptive use and another 500 items for receptive use alone. It should be added that all the grammatical words are included in this number and that homonyms have been listed as separate words.

The definition of the threshold-level has first been exemplified for English, but meanwhile the development of French, German and Spanish versions has been completed or is in progress. At the same time the feasibility is being investigated of specifying a half-way level which may be recommended as a stepping stone for learners on their way to the threshold-level. It is needless to say that this "Way Stage level", as it may come to be called, does not constitute a level of **general** foreign language ability. On the other hand, it may be a worthwhile first objective for those whose needs are very limited, and as a short-term objective it may also provide sufficient motivation for those learners with little confidence in their own learning-ability.

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## Appendix 5

Cleveland Defined Content Tests.  
Levels I and II.                      t Reading (1981).  
Level III. Draft.



CLEVELAND FRENCH PROFICIENCY TEST - LEVEL ONE - 1981

READING AND UNDERSTANDING (30%)

You will be asked to answer the questions in two ways

1. Where you have a choice of answers

e.g. If you see the sign "Salle à manger" on a door, does it mean

- a) bathroom
- b) dining room
- c) toilet
- d) lounge

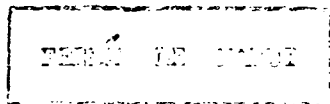
You must decide which answer is correct, and write the letter of that answer on your paper. In this case you should have written (b).

2. Where you are asked to write out an answer, write it neatly in English and put down all the information you are asked to give.

Ask your teacher now if you have any questions.

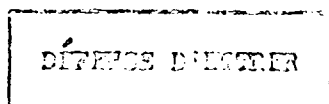
The test starts here:

1. You are sight-seeing and would like to visit an old castle that interests you. At the entrance there is a sign which says:



What does this tell you?

2. In the Syndicat d'Initiative you see a door marked as follows:



What does this mean?

/contd...

You want to find the station. Which of these signs must you look for?

- a) P. et T.
- b) S.N.C.F.
- c) T.
- d) MONOPRIX

Read the following sign carefully:

BOULEVARD GEORGES CLEMENCEAU  
1841-1929

Would you expect to see it:

- a) at a street corner
- b) in a shop window
- c) above a museum entrance
- d) inside the station

You want to buy some cooked meat for a picnic. Which of these shops would you go to?

- a) Pâtisserie
- b) Confiserie
- c) Charcuterie
- d) Boulangerie

A customer is in a shop with the sign ALIMENTATION above the door.

What would he be buying?

- a) clothes
- b) groceries
- c) camping equipment
- d) stamps

/contd...

7. In a big self-service store you want to pay for your purchases.

Which of the following signs would you look for?

- a) Change
- b) Timbres
- c) Sortie
- d) Caisse

8. You notice a vending machine marked TIMBRES

Would you expect it to sell:

- a) sweets
- b) drinks
- c) tickets
- d) stamps

9. This sign is beside the road that you are driving along.

PRIORITÉ À DROITE

What must you do?

- a) Turn to the right
- b) Keep to the right hand lane
- c) Give way to traffic on the right
- d) Go straight on - you have right of way

10. When you are driving along the motorway you see this sign:

HALTE - PÉAGE

Why must you stop?

/Contd...

10. In the town you are looking for some where to park. You notice the sign:

STATIONNEMENT INTERDIT

Does this mean you can park? Yes or no?

11. At a **STATION-SERVICE** would you expect to buy:

- a) groceries
- b) petrol
- c) a train ticket
- d) a map of the town that you are visiting.

12. At the railway station you have bought your ticket and want to get to the platform.

Which sign should you follow?

- a) Accès aux quais
- b) Sortie
- c) Guichet
- d) Buffet

13. There are several people in the **SALLE D'ATTENTE** at the station.

What do you think that they are doing?

- a) buying a ticket
- b) waiting for their train
- c) asking for travel information
- d) making a reservation

/contd...

15. You want to find out which platform your train leaves from.

Which column will you need to look at on the indicator board?

- a) Voie
- b) Départs
- c) Destinations
- d) Arrivées

16. At a cafe, you wish to order a snack, and choosing from your menu you ask for:

un sandwich au jambon

What have you chosen?

17. For a sweet you want to have a strawberry ice cream.

Which of the following would you choose?

- a) une glace à la vanille
- b) une glace au chocolat
- c) un café crème
- d) une glace à la fraise

18. You are in a restaurant, and wish to have some chicken.

Which of the following would you select?

- a) poisson
- b) pain
- c) potage
- d) poulet

19. At the foot of your bill is written **SERVICE COMPRIS**

What does this tell you?

/contd...

20. The toilet door in your hotel has the sign **LIBRE** showing.

What does this tell you?

21. On the back of your hotel door is this notice giving meal times.

LES REPAS

le petit déjeuner	08.00
le déjeuner	12.30
le dîner	20.00

What time is lunch?

22. The hotel you have just found has the sign **COMPLET** in the window.

Does this mean:

- a) there are no vacancies
- b) there is room available
- c) you can get full board
- d) each room comes complete with private shower

23. You are at a camp-site, and see this sign above a tap.

EAU NON POTABLE

What would that tell you about the water?

24. After a hot day, you wish to take a shower. Which of the following signs would you follow at the camp-site?

- a) Bureau
- b) Poubelles
- c) Plage
- d) Douches

/contd...

25. Read very carefully this first letter from a French boy to his new English pen-friend, and then answer the questions on it in English.

Dieppe,

mercredi, le 8 juin.

Cher Patrick,

Je suis très content de correspondre avec un ami anglais.  
Je m'appelle Michel. J'ai quatorze ans. Quel âge as-tu?

J'habite à Dieppe, dans une petite maison près de la plage,  
avec mes parents, ma sœur Chantal, mon frère Alain, et mon chien.  
Chantal a dix-sept ans, et Alain a neuf ans. Le chien s'appelle Coco.  
As-tu des frères ou des sœurs?

Quels sports aimes-tu? Je préfère le basket et j'aime aussi  
le football. Est-ce que tu aimes le football ou le rugby?

A bientôt,

Michel.

1. Give the day and month when this letter was written
2. How old is Michel?
3. Where in Dieppe does Michel live?
4. What do we know about his house?
5. How old is his brother?
6. What pet does Michel have?
7. Name the two sports Michel likes.

CLEVELAND FRENCH PROFICIENCY TEST - LEVEL 2 1982/83

Reading and Understanding (30%)

Answer the questions in two ways:

1. Where you have a choice of answers:

e.g. If you see the sign "Salle à manger" on a door, it means:

- (a) bathroom
- (b) dining room
- (c) toilet
- (d) lounge

you must choose the letter of the answer you think is correct

2. Where you are asked to write out an answer, write it neatly in English and put down all the information you are asked to give.

Ask your teacher now if you have any questions. The test starts here:

1. You are in Paris and on St. Lazare Station about to catch a train to Le Havre, in order to catch the boat home. Which of the following signs would direct you to the correct part of the station.

- (a) BANLIEU
- (b) CONSIGNE
- (c) GRANDES LIGNES
- (d) CORRESPONDANCE

2. As you drive along you see this sign.



What does this warn you of?



3. On a bus - What does this sign tell passengers not to do

"LES PASSAGERS SONT PRIÉS DE NE PAS PARLER AU CONDUCTEUR"

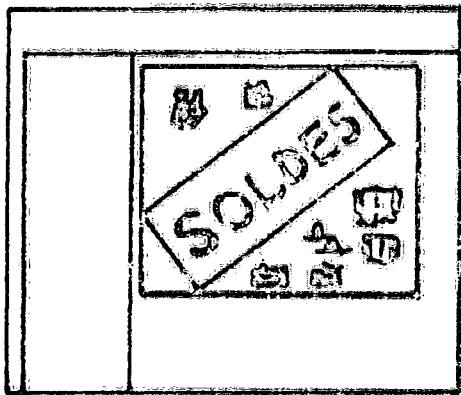
- Is it
- (a) smoke
  - (b) open the door
  - (c) lean out of the window
  - (d) talk to the driver

4. As you approach the platform of a metro-station you see this sign over a machine.

INTRODUISEZ ICI VOTRE TICKET

What does this tell you to do?

5.



What does this tell you about the goods on offer in this shop?

6. Outside a shop a sign reads

Ouvert tous les jours sauf dimanche

What does this tell you about the days this shop is open?

7 . At a theatre you see a queue of people at a window marked "VESTIAIRE"  
What would they be going to do?

- a) leave their coats
- b) buy sweets
- c) buy tickets
- d) buy a programme

8 . You are watching television with a French family, and this sign  
comes on the screen.

"FIN DE L'ÉMISSION"

What does this indicate to the viewers?

9. You are ill and the chemist gives you some medicine. On the box you  
see printed.

"PRENEZ TOUTES LES TROIS HEURES, DANS DE L'EAU"

What do you have to do?

10. You are on the beach and you see a sign

"NATATION INTERDITE"

What does this tell you?

11. In a holiday centre, you see signs pointing in different directions, which  
one do you follow if you want to go horse riding?

- a) PISCINE
- b) EQUITATION
- c) SALLES DE JEUX
- d) ALIMENTATION

Read the following notice and menu in a restaurant

RESTAURANT      MOULIN ROUGE

Overt 12.00 à 23.00

Fermé le lundi

Menu touristique à 40 francs (service non compris)

1. potage
2. hors d'oeuvre
3. crudités

1. omelette au jambon
2. rôti de bœuf
3. cuisses de grenouille

1. salade verte
2. haricots verts
3. pommes vapeur

1. crêpe confiture
2. fromage
3. tarte aux pommes

Questions

- a On what day can you not get a meal?
- b Choose one item from each of the four sections. Write the number of the section, the letter of the item, and in English write what you would expect to get in each case?
- c Would you be expected to leave a tip?

13. You see a sign on the camp-site.

LA BARRIERE EST FERMÉE DE 23H À 07H.

What does this tell you?

14. You want to buy some groceries on the camp-site. Which of the following signs would you look for?

(a) bloc sanitaire

(b) renseignements

(c) alimentation

(d) bureau

15. Read the following letter from a French girl to her new pen friend in England, then answer the questions on it in English.

Chère Joyce,

Bonjour. Je m'appelle Marie et j'ai quatorze ans. J'habite un appartement à Amiens. J'ai un frère qui s'appelle Marc. Il a vingt-trois ans et il habite à Valenciennes où il travaille dans une banque. Il n'est pas marié. Mon père est chauffeur de camion et ma mère est vendeuse chez Monoprix.

Amitiés

Marie

1. Where does Marie live in Amiens?

2. Write down 2 things you know about her brother Marc.

3. What is her father's job?

16. Read this next letter from Jean-Pierre to his pen friend Gary, then answer the questions on it in English.

Cher Gary,

Merci pour ta lettre. Quelles matières est-ce que tu étudies à l'école? Moi, j'étudie le français, l'anglais, les sciences, les maths, le dessin, l'histoire et la géographie. J'aime les maths, mais je préfère les sciences.

Je me lève à sept heures et je vais à l'école en car. Je rentre à la maison pour déjeuner et le soir je quitte l'école à quatre heures et demie.

Quels sont tes passe-temps préférés? Moi, j'aime aller à la maison des jeunes écouter des disques et jouer au babyfoot.

Ecris-moi bientôt,

Ton ami

Jean-Pierre

1. What is Jean-Pierre's favourite subject at school?
2. How does he get to school?
3. Where does he have his dinner (lunch)?
4. What does he like to do at the Youth Club?

Appendix 5.a.  
Cleveland County Certificate

**County of Cleveland**



*This is to Certify that*

\_\_\_\_\_

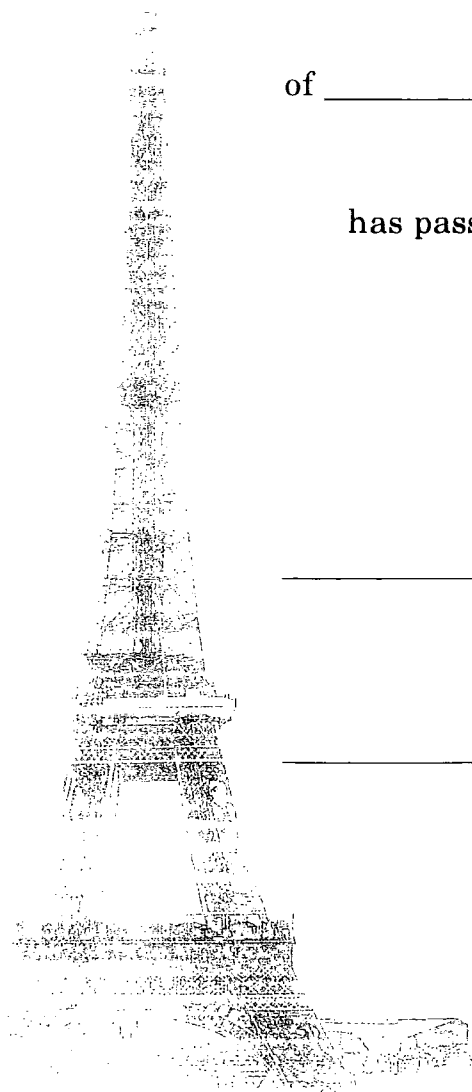
of \_\_\_\_\_ School

has passed the County Proficiency Test

in French at Level One

\_\_\_\_\_

\_\_\_\_\_



County of Cleveland

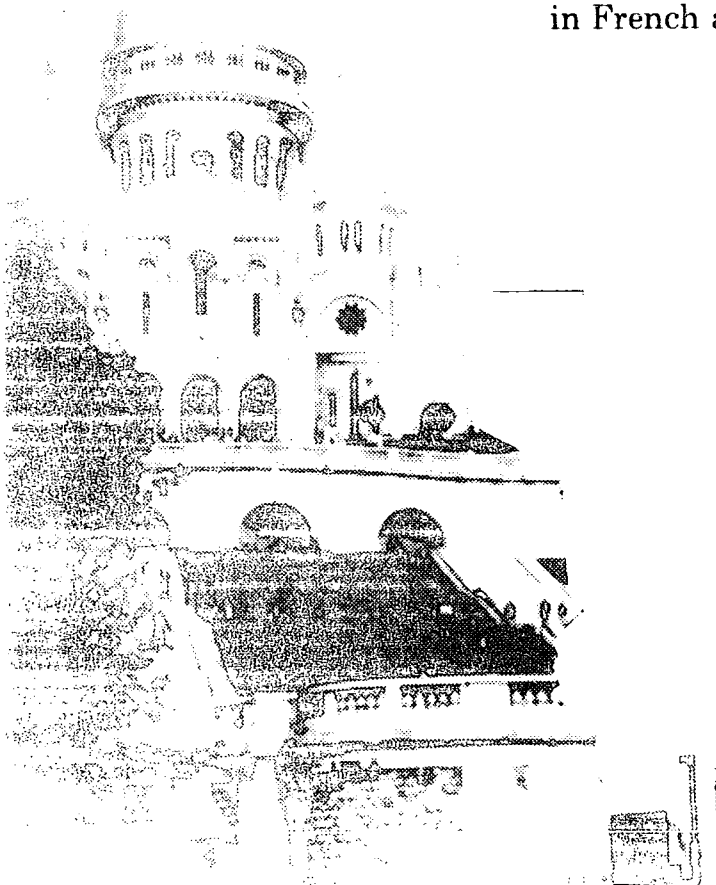


This is to Certify that

\_\_\_\_\_ of \_\_\_\_\_ School

has passed the County Proficiency Test

in French at Level Two





Appendix 5.b.

Cleveland Defined Content Syllabus  
Level III Draft

A. Shopping

(see appendix)

Ability to use the telephone efficiently

Ability to use directory enquiries

to produce numbers up to 100 and to recognise numbers up to 1000

Speaking

je n'en ai pas

ça va

certainement

bien sûr

chewing gum

caramel

yaourt

j'ai )

tu as ) acheté / choisi / pris

vous avez )

Qu'est-ce qu'on a acheté?

Qu'est-ce que tu as )

tu vas ) acheter?

~~une tabac~~

un jouet en peluche

un foulard

une écharpe

un essuie verre décoratif

Verres en cristal

vous allez )

qu'on va ) acheter?

un vase

un torchon

→ je n'ai pas décidé

je regarde seulement

(est-ce que) vous acceptez les

chèques de voyage?

(est-ce-que) je peux l'essayer?

un porte-monnaie

un porte-clefs

des espadrilles

~~une natte~~

un slip

un collant

une pipe

du tabac

~~des bigoudis chauffants~~

un fer à friser

\* to

\* ~~votre peinture~~ )

\* ~~taille~~ )

listening

\* ~~vous prenez quelle taille?~~

~~du papier cadeau~~

\* ~~quelle est votre taille?~~

j'ai

tu as

on a

besoin de  
d'

c'est trop court

c'est trop long

c'est assez....

c'est bon marché

Listening

vous désirez?

voulez-vous un paquet cadeau?

C'est pour offrir

\* votre peinture

\* taille

\* vous prenez quelle taille?

\* quelle est votre taille

Vous avez besoin ...

Reading

une boucherie chevaline

Alimentation générale

une poissonnerie

fins de série

fins de saison

un chariot

réclame

Soldes

Instructions in a phone box

B. Travel by train/bus/coach

Speaking

Est-ce que le train/l'autobus/l'autocar est déjà parti?

G. At the Camp-Site

Speaking

On peut acheter <sup>une bouteille de</sup> ~~du camping~~ gaz ici?

~~On peut~~  
~~Pouvons-nous~~ camper ici?

Est-ce qu'il y a un autre camping près d'ici?  
C'est à combien de kilomètres d'ici?  
C'est loin?

Listening

Montez la tente <sup>dressez</sup> ...  
~~(dressez is considered "posh")~~

Reading

"~~les campeurs sont priés~~ ....

"vous êtes priés de laisser ces lieux dans l'état de propreté  
que vous les avez trouvés en entrant."

H. At the Youth Hostel

Speaking

Où se trouve le père aubergiste?  
" " la cuisine?

Où peut-on acheter la nourriture

la carte d'aubergiste  
d'auberges de jeunesse

Avez-vous des draps à louer?  
Qu'est-ce que je dois faire comme ~~tâche?~~ <sup>convée</sup> ?  
Qu'est-ce qu'il y a comme loisirs?

Reading

Le placard à balais se trouve dans le couloir  
au fond du couloir

Salle de jeux  
Salle de billards

Les portes sont fermées à partir de .. h à .. h.

<sup>commerce</sup>  
Le premier service ~~débute~~ à ... h

Le second service est assuré de ... h à ... h.

I. Eating out in a Restaurant/or Cafe

Speaking

~~On peut souper~~ ?  
Nous sommes quatre  
Je voudrais manger à la carte  
du sel  
du poivre  
une fourchette  
un couteau  
une cuiller  
de l'huile et du vinaigre

### From the menu

entrée  
charcuterie  
assiette anglaise

escalope de veau  
canard à l'orange

les épinards  
les artichauts  
fraises à la crème  
pâtisseries  
yaourt  
flan

qu'est-ce que c'est ...  
... le plat du jour?  
... la spécialité de la maison?

pommes allumettes }  
pommes pont neuf }

### Listening

C'est pour combien?  
C'est combien de couverts ?  
Comme légumes?  
boisson?

### Reading

Au choix

Service et boisson en sus/non compris/ en plus

Il est interdit d'apporter son manger  
On peut apporter ) " "

prix net  
boissons pilotes

La maison n'accepte pas les chèques

Ici on peut manger son  
casserolette

### J. Visit to a Doctor/Dentist/Chemist

#### Speaking

Appelez une ambulance s'il vous plaît  
un médecin  
le plus tôt possible

Où est l'hôpital le plus proche?

J'ai de<sup>es</sup> violent<sup>s</sup> douleurs  
C'est grave?  
Je dois rester au lit?

Une indigestion

Qui est le pharmacien de garde?

#### Listening

Avez-vous de la température?  
" de la fièvre?  
" mal au foie?

une crise de ...  
une piqure sera nécessaire

#### Reading

Comprimés

pommades

un massage/application

les gouttes

## Appendix 6

Cleveland Curriculum Review  
Curriculum Group - Other Languages

Document U.1

CLEVELAND CURRICULUM REVIEW

CURRICULUM GROUP - OTHER LANGUAGES

Curriculum Review - Other Languages Group

Group Membership

Mr. C. Algie	Sarah Metcalfe School
Mr. D. Armitage	Northfield School
Mr. P. Balmforth	Acklam Sixth Form College
Mr. D. Coleman	Ian Ramsey School
Mr. M. Dennison	Sacred Heart School
Mr. D. Green	Bertram Ramsey School/Marton Sixth Form College
Mr. R. Hullcoop	Advisory Service
Mr. W. Hutton	Acklam Whin School
Mr. A. Leitch	Prior Pursglove Sixth Form College
Mr. A. Littlefair	Rye Hills School
Mr. A. Marsden	Egglescliffe School
Mrs. M. Metcalfe	The Dene School
Mrs. L. V. Minns	English Martyrs School
Mr. B. Quinn	Stockton/Billingham Technical College
Mrs. B. Tompsett	Northfield School
Mr. D. Spoerry	Advisory Service
Mr. B. Warner	Acklam Sixth Form College

## Curriculum Review - Other Languages Group

### Contents of the Document

1. Introduction.
2. The place of other Languages in the Curriculum.
3. Aims and objectives (11-16).
4. Aims and objectives (16-19).
5. Teaching and Learning (11-16)  
    plus Appendix A : Some different sorts of exercises.
6. Teaching and Learning (16-19).
7. Assessment.
8. Other Languages in the context of school organisation.
9. The organisation of the Languages Department.
10. External Influences.
11. Appendices
  - I. The relevance of modern language learning to our national needs.
  - II. Modern language examination possibilities (other than traditional 'A' levels).
  - III. Register of useful sources.
  - IV. A check list for the department to consider.



Objectives 1

Below Average Pupils

Listening

1. Heavy emphasis will be laid on this skill, with relevance to the pupils' own experience being all important.
2. The language will be restricted to:
  - (i) everyday situations with concrete vocabulary
  - (ii) specified topic areas (e.g. Cleveland/York/Oxford schemes)The language concerned will probably be receiving directions, simple requests and simple questions to find out basic personal information. Pupils can demonstrate their understanding of the above by way of the following:
  - (a) response in English (this could lead to a bi-lingual conversation at a higher level)
  - (b) actions and/or mime
  - (c) drawing
  - (d) multiple choice items
  - (e) oui/non response

Frequently the requirement to answer in the foreign language is a barrier and prevents pupils from showing comprehension. Native speakers can be used for listening comprehension purposes eventually at near normal speed.

Reading

1. The pupils should be able to read and understand simple written stimuli such as: signs, labels, products, posters and directions.
2. In addition, those not in the weakest category could attempt some very simple texts for gist reading. The pupils can demonstrate their understanding by way of a summary in English, by answering questions in English which can be of the open ended or multiple choice type; or by drawing.

Speaking

Of greater importance with this skill is the ability to ask rather than to answer questions (and consequently, to understand the replies). An example of this could be when the pupil seeks simple information in the Foreign Language, such as where places are. The least able may be severely limited orally, but frequently the production of a simple structure and changing lexical item - or indeed one word only where appropriate will be an acceptable standard of attainment. As far as pronunciation is concerned intelligibility is the deciding factor. Would the child have got the required response from the listener? If so, this would be considered satisfactory.

Writing

This is not appropriate as an aim in itself, but can be useful in respect of the following:

1. as an aid to memorisation
2. as a help with reading comprehension
3. as a way of providing pupils with some variety.

## Objectives 2

### Average Pupils after 3, 4 or 5 years

#### Listening

In addition to what has been previously stated these pupils should be able to demonstrate an increasing understanding of everyday language, and should have the ability to understand known material when used in a new situation. Also they should be able to extract gist without detailed understanding and to deduce for themselves the meaning of the language without understanding necessarily every word. It is still the most important skill.

#### Reading

As before, but these students should also be capable of reading letters, notices and short narrative texts. Such pupils should begin to understand more complex sentences across more than one situation. They can start to use simple readers to extend the language learning process beyond the immediate environment of the teacher.

#### Speaking

As for the less able, but in addition average pupils should be able to cope with "courtesy requirements" or "small talk". They should have the ability to ask for and give personal details about themselves, their family, environment and interests in response to a foreign person trying to get to know them. The pupils will develop a greater ability to use different persons of the verb according to circumstances. Pronunciation is not as important as intelligibility and fluency but pupils should however, avoid "offending" the ear of listener if possible.

#### Writing

As before, but there could also be some simple guided letter writing within strictly specified areas, for example for information, holiday needs or personal items.

This would reflect the oral work, act as an aid to memorisation, and help with reading comprehension, consolidation and practice.

### Objectives 3

#### More Able Pupils after 3 years

##### Listening

As for the average, but also the following should be within the reach of more able pupils. These pupils should aim to achieve gist understanding of concrete language at near normal speed. They should also start to understand more abstract familiar language such as narrative descriptions and dialogues by being exposed to a large amount of listening comprehension practice at near native speed.

##### Reading

As before, but also these students could attempt a wider range of detailed reading containing lengthier texts with more complex language. The pupils should be able to cope with much more extensive vocabulary and structures and the most able among this group could be challenged by gist comprehension of simple authentic material.

##### Speaking

In addition to those objectives suitable for average students, more able pupils should also demonstrate an ability to express a greater range of feelings, to ask and answer on everyday needs, together with a wider range of enquiry about other people's experiences. The pupils should be able to relate their own experiences in tenses other than the present. Fluency is still most important but also a fair degree of accuracy is to be desired. It should be good enough not to offend the ear and should be as near authentic as possible.

##### Writing

As in the previous section for average pupils, but also the following tasks could be asked of this group of pupils. Simple letters of a personal type including the relation of experiences and the discussion of plans could be written. The pupils can

describe events and keep a diary. They should be able to relate a narrative or description based on a visual stimulus.

N.B. Reference should be made to pp 40/41 Appendix E of "Modern Languages in Comprehensive Schools - the report of the Cleveland HMI/LEA Seminars of 1977/78" in respect of possible objectives after three years.

## Graded Tests

### Short Term Goals (via Graded Tests)

Consideration must be given to the fact that, in spite of everything, some pupils (especially the below average) will probably wish to give up the study of a language after 3 years. In this case the programme offered should reflect such a possibility and give the pupils something to aim for with a specific final goal in view. In this respect a system of Graded Tests, like those in Cleveland, York, Oxford and other parts of the country would give pupils a strong motivating factor and avoid the present situation whereby many children cease the study of a language merely at the place they have reached in the text book. Graded tests, perhaps at a different level would also be of benefit to average and more able pupils providing the motivating benefit of appropriate short term goals.

Success in the early years, following perhaps the manner of learning as described in the following sections, may persuade more below average pupils to continue the study of a language into Years 4 and 5 than hitherto has been the case. Under these circumstances an appropriate Mode III C.S.E. based on the skills and materials in use in the classroom situation, would seem to be more relevant than a traditional Mode I examination.

### Short Term Goals via Linear or topic based courses

As much has been made of learning difficulties in respect of the possible attainment of the aforementioned linguistic objectives, consideration should be given to the relative value of traditional linear courses (like Longmans) as opposed to a topic based approach (like Eclair). Pupils of below average ability do have difficulty retaining information, and are often absent, with the result that the conventional "building bricks system" may not be appropriate for them. Colleagues are asked to consider whether or not topic based material with a high listening comprehension component and a spoken element which reflects a "survival situation" approach, would not be more suitable. Relevance is of great importance for such pupils, and so is immediate success, for the below average student cannot think in terms of a five year slog to an examination at 16+. Situational based courses, therefore, provide this

by giving the student immediate opportunities to use his language in a "real" way. In Eclair unit one for example the young learner is required to ask for places in a real town (Dieppe) and soon learns to understand replies containing directions. This very early practical use of language is a high motivating factor, he can see why he is learning French and can see also that he is getting it right - "we like French sir, because we can do it". All pupils need the encouragement of success, but the less able child will be more easily put off unless he can appreciate his own progress.

If a topic based approach is considered more suitable for below average pupils then the following types of situation, in which the pupil needs to perform to survive might be appropriate. The emphasis should often be on asking the questions and understanding the answers (apart from section 6)

1. moving around - being able to ask for and receive simple directions to the most commonly requested parts of the town.
2. transport - by train/car/bus-coach/plane/boat.
3. shopping - for food (picnic type), stamps, post cards, souvenirs etc. (i.e. the sort of shopping done by tourists on holiday).
4. catering - in a café/bar/restaurant.
5. accommodation - at a camp site/hotel/youth hostel.
6. staying with a family - personal information  
likes/dislikes  
leisure activities

It is to be hoped, of course, that all pupils, whatever the materials they use, might, during their study of the language, learn to cope with such situations as those listed above. With the less able it could be said perhaps that this is how we set out to teach, while for the more able, knowledge in the above will come in the course of the linear programme of learning set before them.



### Setting out objectives within a syllabus

When considering objectives in language learning it is often customary to list these in terms of the vocabulary items and structures or grammar which it is thought desirable for the student to acquire. Often this closely resembles the way in which it is described in the text book. It is important, however, to consider what our pupils are expected to do with this knowledge and that is why, in general terms relating to the 4 language skills, we have set out our objectives relating to the expected areas of performance by pupils of different ages and abilities.

Colleagues should refer to the Cleveland document "Modern Languages in Comprehensive Schools" reporting the HMI/LEA Seminars of 1977/1978, at this point. On pages 40/41, Appendix E sets out some possible aims for the first three years of a language course and stresses the sort of things our pupils might be able to do with what they have learnt. Another way of arranging this could be in the form of topic areas in which the skills previously defined might be practised. Such topic areas can be found on pages 36-39 of the HMI/LEA Seminars report in which precise linguistic objectives here felt to be appropriate for the end of a five year course in German (which can be easily related to other languages) are summarised under a variety of headings in regard to all four skills. Colleagues are urged to consider whether these pages in the report offer, from a practical point of view, suitable areas in which their pupils can actually perform in the language, and whether, in drawing up their own syllabus due cognizance is taken of:

- (i) those areas in which their pupils are expected to perform, and
- (ii) those skills their students are expected to master within those areas at the different stages of their development and experience.

Most schools will have access to course material which may well, to a greater or lesser extent, dictate the order in which language is learnt. As has already been said, it can be easy therefore, to think solely in terms of the vocabulary and grammar as laid out in the book. When pupils appear to be able

to form the perfect tense for example it is tempting to assume that this is now known and the students are ready to move on to the next chapter. We would recommend, however, that colleagues at all times bear in mind the true function of language, namely to communicate, and that consideration be given to what skills pupils can perform with their knowledge of the perfect tense, and that they be given opportunities to practise and perform these skills. If objectives in terms of performance skills are built into the syllabus pupils will more readily discern the true nature of the tasks being asked of them, and teachers will find their assessment has greater validity in respect of the objectives.

It might be helpful at this point to take the most commonly used French language text book in use in our schools, Longmans A1, and to examine it, not only in terms of grammar but also in respect of performance skills expected from pupils who follow it. Longmans A1 represents anywhere from 3 to 6 terms work and at the end of this time pupils may reasonably be expected (within the skill areas appropriate to their range of ability) to have acquired much of the grammatical knowledge as set out on page 5 of the pupils book, and pages 7, 8 and 9 of the Teachers Book. They will have been exposed to appropriate vocabulary within the following topic areas: greetings; relationships; classroom and school; home and garden; food and drink at home; time/days/dates; seasons and weather; European capitals and countries; town and country; animals; clothes and parts of the body; shopping for groceries; fruit, vegetables, sweets and ices; travel, especially by train; some leisure pursuits; holidays; daily routine.

The question to be asked therefore, is what can the pupils do with the above. Therefore, bearing in mind:

- a. the vocabulary and
- b. the grammar which has been taught.

it would be reasonable to expect our students to perform the following skills at the end of 1 or 2 years work. In order to assess their progress teachers might ask can they:

1. identify themselves and other people - giving basic personal information (such as name/age/birthday/family/nationality/address)?  
Can they elicit this information from others?
2. indicate what or where things are? Can they describe things and people?
3. indicate possession by claiming things for themselves and others?
4. use numbers and quantities when required, so as to be able to shop and ask for things, and recognise correct measures and prices when appropriate?
5. give and take simple commands?
6. indicate how they feel - hot/cold/hungry/thirsty etc.? Can they make similar enquiries of others?
7. indicate like/dislike/preference/choice? Can they elicit this information?
8. describe what they do (e.g. daily routine) or are actually engaged in doing? Can they find out this from others?
9. indicate where they are? Can they elicit this information from others?
10. say where they are going - when and by what means? Can they ask for directions to places in a town? Can they understand someone else's plans?
11. indicate what they are going to do, and when if necessary? Can they ask others what they are going to do?
12. respond to or inaugurate small talk about the weather (and seasons of the year where appropriate)?
13. greet, take their leave, ask after, thank somebody?

14. express lack of understanding, and request another opportunity for comprehension?

If your pupils can do these things, you have used the materials, the grammar and vocabulary to encourage pupils to use the foreign language in a practical way.

In addition it could be useful to look at any one particular lesson from Longmans A1, and break it down in greater detail in terms of vocabulary, grammar and performance skills. Let us take Unit 11 "La matinée" and analyse it under three headings with a view to the active skills pupils will acquire.

(New) Vocabulary

Grammar

Skills

en ville  
matinée  
journée

1. present tense of aller

(en) autobus  
(en) vélo  
(en) scooter  
(en) camionnette  
(en) taxi  
(par) le train  
(à) cheval

2. au/à la/à l'/aux

3. use of pronoun y

4. revision of prepositions

after this unit the pupils should be able to:

1. identify places both in isolation and in relation to others, and to ask for these places in a town.

- 2.a. Say where they are going  
b. elicit this from others  
c. indicate where others are going

3. indicate the method of travel (to 2 above)

4. respond to questions about movement and place using pronoun 'there'

travail  
banque  
Poste  
cinéma  
coin  
film  
entrée  
en route  
vers  
ensemble  
demain soir

In the above, the teacher must ask himself to what extent these skills have been developed by the material available. If it is to an unacceptably small extent then the teacher will have to develop them himself, and may have to devise suitable material to carry this out.

Another way of setting out linguistic objectives is of course by way of a clear defined content syllabus. Examples of this can be found in the Oxfordshire Modern Languages Advisory Committee Book "New Objectives in Language Learning", and also in our own Cleveland document now in schools. Of special relevance for

pupils of lower ability, such a syllabus defines the actual words and structures to be encountered by the students and places them in topic areas in sections for listening, speaking and reading. In this way students and teachers are in no doubt as to what has to be learnt, at what level, and whether actively or passively. Thus for example at Level I the topic entitled "Travel by train" might include the following language:

1. for speaking      où est la gare s.v.p.  
                         un aller (retour) pour ..... s.v.p.  
                         à quelle heure arrive le train de .....  
                         à quelle heure part le train pour .....      etc. etc.
2. for listening      c'est ..... francs  
                         il part à ..... heures  
                         il arrive à .... heures  
                         quai numéro .....      etc. etc.
3. for reading      Gare  
                         accès aux quais  
                         billets  
                         renseignements  
                         arrivée(s)      départ(s)      etc. etc.

In such a syllabus the structures themselves indicate the functional use of the language, and the students see quickly and clearly what skills they are learning and what they can achieve with this body of linguistic knowledge. Careful thought needs to be given in such a syllabus in respect of what the students need to hear and read, as opposed to say, so not only is no time thus wasted pursuing unrealistic productive goals, but also reasonably sophisticated levels of listening and reading comprehension can be achieved with even the least able of our pupils.

- i) Flashcards, posters, display, objects (realia),
  - ii) Films, filmstrips, television,
  - iii) Magazines, newspapers, readers,
  - iv) the blackboard (a much underused resource!)
- b) Audio. Here we would place the spoken language through
- i) the teacher or Foreign Language Assistant,
  - ii) Tapes, records,
  - iii) Broadcasts.
- c) Action. In this section we would seek to engender movement and recreate "living language". This is done through pupil to pupil interaction by way of:
- i) Dialogues, role play, small conversations,
  - ii) Mime.
- d) Tactile. The pupil will identify language with objects he can hold. Typical relia, as to be found in many classrooms, figures largely in this process.
- e) Smell/Taste. Such as food and drink, which can be invoked where appropriate. Links here with other departments, such as Home Economics, can be invaluable.

#### Motivation

The attitude of the pupil is bound up with the whole question of motivation. Pupils learn and work better under certain circumstances. Namely when:

- i) they understand why they are learning the language,
- ii) they know what they are going to do in that lesson,
- iii) they are aware of the skills to be accomplished,
- iv) they experience success from achieving realistic goals,
- v) they enjoy themselves.

Much of the pupils' motivation (or lack of it) will stem from the attitude of the teacher. The following questions must be asked.

- i) Is he well prepared and organised, bringing the correct materials and aids?
- ii) Does he show enthusiasm for his subject?
- iii) Is he interested in his pupils, whatever their ability?
- iv) Is he sympathetic, supportive and positive - emphasising what is right and not what is wrong?
- v) Is he active - not static and seated - producing lessons with pace and life?

- vi) Do the lessons start punctually? Is time wasted?
- vii) Does he produce a high work rate among the pupils?

Pupils will be spurred on in the language learning if there are noticeable links with the target country present. Departments should consider:

- i) pen-pals or class correspondence schemes.
- ii) exchanges (home to home) and foreign visits.
- iii) the value of the foreign language assistant and other foreign nationals in school.

The classroom environment can have a considerable influence in motivating pupils. Departments might look to their languages area and ask these questions:

- i) Is their display attractive and fresh? Does it contain lively, interesting material from a number of sources? Is it stimulating so it can be referred to during a lesson? Is it changed regularly? (or is it wallpaper?)
- ii) As well as posters, are there examples of pupils' work on show?
- iii) Are authentic realia present? Are there possibilities to hand for situational role-play - such as shop corner?
- iv) Is there an easily accessible supply of reading material available? (such as magazines/papers/readers etc.)

Language learning need not be restricted to the 4/5 Classroom periods each week. Many pupils will be motivated by being given opportunities for follow-up work. In the area of enrichment activities consideration could be given to:

- i) language clubs
- ii) reader libraries
- iii) different sorts of "Intensive Courses" which can be single school based, done in cooperation with a number of schools, residential or non-residential.

(v. C.I.L.T. publication on "Intensive Language teaching in schools").

We feel that variety of the working mode is important in motivating pupils for a variety of linguistic and social reasons. It should not always be a teacher to class situation (which often leads to teachers lecturing rather than teaching), but rather, different ways of breaking up the class should be investigated. Language practice in groups or pairs where pupils act out role-play or dialogues etc. can be both enjoyable and stimulating. Thus more pupils have the chance to practise what has been learnt in a lively manner, in which the students can hear the successful results of their labours. Departments could question the furniture lay-out of their languages area and ask whether it is most suited to their style of teaching and learning.

A system of incentives will help stimulate pupils. Healthy competition between groups will act as a spur, and in many classrooms there is an on-going record of competitive activity. Other rewards or treats will be appreciated by hard-working students. At the same time there is much to be gained from a cooperative effort, and teachers should remember that pupils can learn much from each other.

Children have a right to feed back, and a positive attitude towards marking, with helpful and constructive comments, is most important.

Some of the pupils interest in languages will reflect parental backing. Departments should try and make parents aware of what is going on, and capitalise on any interest shown. Demonstration lessons, or lessons involving parents, especially in the A/V room or language laboratory, do much to bridge the gap between home and school, thereby reducing ignorance and/or prejudice and increasing the possibility of support.



Justification for assessment:-

- 1) for the child to be aware of his own abilities and progress;
- 2) for teachers to judge the appropriateness and effectiveness of the teaching process;
- 3) to indicate the ability of an individual to external bodies - parents, employers, further education establishments.

Objectives

Assessment should be tailor-made to objectives; the assessment process is essential in determining whether objectives are being achieved. It is unfortunate that most public examinations, which dominate teaching after third year, do not necessarily coincide with the objectives generally held to be desirable by most language teachers.

When?

Assessment is a continual process. It need not always be formalised or documented, and may consist only of questions at the beginning of the lesson on the material taught in the previous lesson, but it is vital for the teacher to know that what he has taught has been assimilated by the children. For younger or less able children testing can be done by way of such activities as agree/disagree; true/false; naming the odd one out; matching pairs; drawing pictures or symbols of individual items, or composing pictures from a description.

This process takes place alongside more objective testing, e.g. class tests; end of year exams set to a number of parallel groups; Defined Content Syllabus and graded tests; C.S.E. and G.C.E. examinations.

While we feel that record-keeping is essential throughout, there is a danger that maintaining over-complicated systems may require an effort disproportionate to the benefits derived.

### METHODS OF ASSESSMENT OF PASSIVE SKILLS

1. Questions in English to be answered in English.
2. Multiple choice in English.
3. Multiple choice in the foreign language.

This is valid in a listening test for heard multiple choice items, but not when the items are written down as it then becomes a test of both listening and reading comprehension.

4. Answers required in the categories: Yes/No/Don't know, or True/false.
5. Precis in English. Translation from the foreign language.

Both these methods may involve other techniques.

6. Reproduction/precis/questions in the foreign language.

These methods test more than one skill.

### METHODS OF ASSESSMENT OF ACTIVE SKILLS

#### A. SPEAKING

The need for assessing the oral abilities of the pupil has increased in recent years. In spite of heavy emphasis on oral work in much of present-day modern language teaching, even the most progressive examining boards allow only one third of the marks for oral work, and then undue emphasis is laid, often, on accuracy at the expense of fluency. This is particularly acute at A-level; far greater emphasis should be placed on the oral aspect of the work.

A major problem facing those wishing to assess the oral work of the pupil is the time factor involved in one-to-one testing below fifth-year level.

A further problem is the difficulty of establishing criteria for assessing fluency.

The following techniques of oral assessment are commonly found. Some of these lend themselves better than others to testing particular areas of oral skills.

#### 1. Reading a passage

This tests pronunciation. Often the passage itself is too difficult however, and becomes a comprehension test as well.

2. Questions on a reading passage

The questions need to be carefully designed so as to avoid difficulties of comprehension.

3. General conversation

This is the best test for fluency and communication of meaning, but presents the difficulty of establishing objective criteria. It is important that it is related to areas within the pupil's sphere of experience.

4. Prepared questions

The validity of this as an assessment technique depends very largely on the nature of the questions set.

5. Prepared topics

It is particularly important that these relate to the candidate's own experience, e.g. English education rather than that of a foreign country.

6. Role play

Providing this can be set up with manageable stimuli, it can be an effective means of assessment. There are dangers of its becoming a mere translation exercise if the instructions are too detailed. Moreover too much dependence could be placed on the pupil's ability to act or invent.

7. Narrating a story from a series of pictures

This is a valid exercise for testing narrative technique, although the insistence on the past tense is perhaps questionable. Could this skill be better tested in the general conversation?

8. Questions on visual stimuli

This can be effective but is too often a grammar exercise.

Criteria for assessment of oral skills

Greater credit should be given for communication of meaning and fluency than for accuracy. Pronunciation is perhaps better assessed separately, i.e. via the reading passage.

## B. WRITING

1. Picture story/letter writing/continued story/dialogue/general essay.

These test the ability of the more able pupil to write with some degree of freedom in the foreign language. They are likely to provide an effective assessment of the objectives outlined above.

2. Answering questions in the foreign language. (General, personal, on visual stimuli or reading passage).

This tests the ability to manipulate the foreign language. This skill can best be tested by a well-designed comprehension exercise, where the content and language of the passage and questions are straightforward. All too often, however, the difficulty of understanding the questions and passage make this a test of comprehension rather than of ability to write the foreign language.

3. Reproduction/precis/dictation in the foreign language.

These involve other skills, i.e. those of comprehension, and may be useful as teaching techniques, particularly with the most able pupils; One should be wary however, of their use as pure assessment techniques.

4. Filling blanks/changing structures; endings, tenses/verb and vocabulary tests. Although these are used for assessment of written work in the foreign language, they have limited scope and should not be considered an end in themselves.

5. Translation from the mother language into the foreign language.

This is under question even at university level. It is a highly specialised skill which demands a disproportionate amount of time and a high level of slavish accuracy at the expense of fluency.

### Criteria for assessment of writing skills

At present, too great an emphasis is often given to accuracy, both in internal and external examinations. This is because it is easier to be objective in this area. For all pupils, heavier weighting should be given to range of

vocabulary, idiom, structure, and in certain cases for content e.g. A-level essays. The criteria for assessing these in external examinations should be more widely publicised. For moderately able and less able pupils accuracy should have a very low priority. In any case, if excessive inaccuracy is to be avoided the task of production should be carefully prepared and limited in range.

#### EXTERNAL EXAMINING BOARDS

As so much of assessment is ultimately to do with the examining boards, we should like to raise the following points:-

1. there is a need for more openness on the part of the boards about their criteria for assessment;
2. a fuller but selective defined content syllabus of vocabulary and structures (cf. J.M.B. O-level Spanish) would be welcomed;
3. it may be feasible for candidates to use a dictionary in examinations, particularly at higher levels.

## Appendix 7

C.O.M.L. Conference in Birmingham  
organised by C.I.L.T. (1980)

**Extracts**

IN

MODERN LANGUAGES

COML NEWSLETTER NO. THREE

August 1980

Compiled by Sheila A. Royal, COML 230 Section House, Lafayette, Louisiana 70501

for the COML Co-ordinating Committee.

*Report of the Working Meeting held at the James Gracie Conference Centre, Birmingham, 6th - 8th June 1980. Organised by CILT and the GOML Co-ordinating Committee.*

The meeting was opened by Brian Page, Chairman of the GOML Co-ordinating Committee. He expressed thanks to the Schools Council and the Mary Glasgow Trust, who had generously provided grants to enable the meeting to take place. He then outlined the background of the meeting: the GOML Co-ordinating Committee which had been set up at the CILT Conference on Graded Objectives in April 1979 had met three times during the academic year 1979/80, had so far produced two newsletters, and had organised the present meeting.

#### Contributions from representatives of groups

##### ILEA TESTS

June Farrel spoke about the ILEA tests, which are based on ECLAIR (the materials which had already been produced by ILEA teachers). The principles underlying the Speaking Test were culled from the Council of Europe and publications of David Wilkins. It was decided to base the tasks demanded of pupils on the ECLAIR materials. Thus Level 1 (taken after the first six units of the course) would set the following tasks:

- factual information gathering
- how to ask for things
- answering questions about intentions
- giving information about oneself

At Level 2 this would be expanded to:

- more factual information
- shopping tasks
- intentions
- being asked to offer something
- further personal information, etc

The group wanted the tests to be as natural as possible and therefore to include role-playing and asking for information, not merely responding. Various methods of stimulation were used: symbols, visuals, and instructions



(sometimes in English). When cards were experimented with, there was the problem of comparability of cards, so it was decided to produce a booklet. Another problem was that of creating a 'flow', so that the test did not consist of a set of completely disparate questions. The Level 1 sequence finally agreed was as follows: around the town - at the market - in the café - in the shop - talking about oneself. And for Level 2: at the station - on a picnic - buying clothes - being in pain on the way home - in a house (what is happening in various rooms) - at the cinema - where to meet. The present test booklet was expected to be used for several years.

#### *Marking*

Each question is marked on a three-point scale: 0 = task not accomplished, 1 = error but communication achieved, 2 = task satisfactorily accomplished. Teachers are given the following guide:

- 9-10 = high fluency
- 7-8 = reasonable fluency
- 5-6 = hesitant
- 3-4 = much stumbling
- 1-2 = very poor communication

Two marks are given for each question - one for communication, and one for the degree of fluency with which this is achieved. Thus 18/40 would be a pass, 36/40, a pass 'avec mention'.

#### *Conduct of test*

Pupils see the test booklet 24 hours before the test, with their teacher. The test is taken in the classroom, while the other pupils are working: it takes about five minutes. The pupils look at the booklet while the previous candidate is being tested. All the visuals are taken from the course.

#### OMLAC SPEAKING TEST

Peter Dickson then spoke about the OMLAC Speaking Test, which is a summative test lasting five minutes, and is awarded twenty percent of the marks for the whole test. The working party would like to raise this percentage in line with the ideas underlying the OMLAC syllabuses: that the syllabuses at Levels 1 and 2 are designed to influence teaching towards communicative competence. The tests are produced by members of the working parties who volunteer to write items. The format has varied considerably: sometimes it has depended on illustrations alone, sometimes on a combination of English instructions and pictures, and sometimes on symbols. However, it was found very difficult to make the drawings sufficiently clear. For example, a

picture of, supposedly, a trolley in a supermarket, once produced the question 'Où est le chariot?' There had been a suggestion that something unpredictable should be introduced, but it was decided that this would not be suitable for Level 1.

Peter Dickson stressed that the OMLAC tests were still being developed, and that the working parties intended to keep experimenting with different ideas. They were trying, for example, to make the situations more authentic, one idea being the Identity Card Profile, in which the pupil assumes the identity of a French child, and is asked to give his name, address, etc, using formal information given on the card. Teachers were critical of the instructions-in-English approach, because they felt that pupils might attempt to translate. Among recent plans was one to amalgamate Levels 1 and 2, and to standardise all languages at one level, while attempting to sequence, like the ILERA. Despite much effort, it was felt that there were still problems to which more work would have to be devoted. One of these was the link between teacher and pupil performance: a survey had shown that teacher behaviour ranged from strict interrogation to extreme relaxation. It had also become clear that the material circumstances of different groups of candidates varied enormously, some suffering a great deal of distracting noise in the classroom. Other findings from this survey were:

- a good deal of automatic, well-drilled behaviour
- some phrases which echoed throughout a test, eg 'je voudrais'
- little attention to gender
- wide use of English
- mispronunciation which seemed to reflect poor classroom methods, eg 'la banque' = 'le ban-cue'

In the case of the last example, it was felt that acceptable pronunciation should be defined as that which a native speaker was likely to be able to understand. Difficulty was also found in making instructions clear to pupils. Teachers are therefore told to interpret instructions for weaker pupils.

The Oxfordshire teachers would like to feel that in this test, pupils could produce language which is contextualised, has a particular purpose, is authentic and performance-based, ie to get pupils to use all the language they have learnt.

#### LOTHIAN CONVERSATION TESTS

A talk was then given by Judith Hamilton, on the subject of the Lothian Conversation Tests, which were from the

start designed to be tests of proficiency and not of achievement. At the Stage Test (elsewhere referred to as a Level) Lothian wanted a forward-looking test (dipstick readings) which would show the actual point along a continuum which the pupil had reached at the time of the test. The team was interested in communication, in trying to ensure that the pupil had a mastery of the system, and not merely a store of set-phrases. It was necessary therefore to look at the communicative functions the pupil would need to perform, and draw from these functions the necessary grammar. Pupils were NOT required to remember all the vocabulary, as, if asked, the teacher would provide words.

In the test situation, the Lothian team were attempting to represent either the foreign environment, or a French person in Scotland, or two English-speaking people agreeing to speak French. This latter suggestion aroused a lively debate. The pupils were not asked to play roles, but to be themselves, and perform tasks that could reasonably be expected of them in real life. For example, in real life, working class children do not buy train tickets, or go on picnics. The team wanted pupils to talk to each other, and therefore asked them to do it in French.

The Lothian tests are designed for all pupils and are to be taken voluntarily, when the pupil feels ready. There is no pass mark: the completion of a task constitutes a pass. Lothian is particularly concerned that test-content and methods should not have an adverse backwash effect on classroom practice. The team recognises the problem of set-phrase learning, but hopes that after two years of appropriate teaching, even very weak pupils will be able to organise for themselves the language with which they are familiar. The following examples of possible content were offered:

- (a) two Scottish children discussing plans for the visit of a French penfriend
- (b) two conflicting diaries which pupils have to use while trying to make arrangements

In answer to objections that these tasks were perhaps too difficult, with middle-class bias, Mrs Hamilton pointed out how difficult it was to find culture-free situations.

Experimental samples of paired tests were played, Lothian believing firmly that the best way to influence classroom practice is to put into the test those tasks which one would like to see practised in class. It was explained that pupils would choose their own partners, although this inevitably meant that a good pupil would receive little help from a weaker partner. Although doubts were expressed about the validity of pair-testing,

it was nevertheless felt that at this stage all new ideas were to be encouraged.

#### THE EMREB SCHEME

The fourth speaker was Dr Roy Dunning from the School of Education of the University of Leicester, who spoke about the Feasibility Study set up by the East Midlands Regional Education Board, which he is directing. The EMREB scheme was designed for the whole ability range, and Level 1 would be taken after Year 1, etc. Like Lothian, this scheme is concerned to influence methodology. Reading and writing may be available for the more able at Level 1, but are intended to be supportive to the communicative role, and not a barrier to it. There would be no attempt to discriminate between the so-called 'skills'. What was being tested was ABILITY, and there must be enough instances of this ability, and over a period of time, so that it was seen not to be merely mechanical. The scheme did not reject role-playing, which it saw as necessary in view of the limited number of genuine communicative exchanges relating to the pupils' own real and personal lives.

No methodology was laid down, and there were no particular constraints on teachers: but the scheme was working towards a different form of assessment, which would not rely on an unequal relationship between teacher and pupils, but on a pupil-to-pupil exchange which would be monitored by the teacher. Progress cards would be issued, and the teacher would set up an exchange between pupils which would prove that they could do what the card said they could do.

With regard to the problem of stimulus, EMREB was using cue-cards and visuals (symbols), and pupils would be required to note down the results of conversations on special cards (to encourage pupils to listen to each other).

#### AMR TESTS

David Cross, from Archbishop Michael Ramsey School, London, pointed out that what is not easily examinable is usually devalued: it was therefore essential to examine oral skills, (a) for the effect on the pupils and (b) for the effect on the teachers. There was always a problem in trying to mark creativity, since such marking could only be subjective, but he felt that the subjectivity could be reduced by (a) a good marking scheme and (b) holding several interviews, and taking the mean score.

He felt that the tasks chosen could be syllabus-related at first, but later needed to have a more generally related, extended function. Candidate anxiety could be

a problem but this could be reduced by (a) practice and (b) 'transparency', ie the pupil knowing what sort of question will occur.

The AMR tests were administered as follows: one minute per interview, with a pupil withdrawn from reading comprehension. One minute was allowed for preparation, but although the pupils would not know exactly what they would be tested on, they would have been given a skeletal outline the day before. Marking was done on the spot, according to criteria agreed beforehand with the staff as to what was/was not the message which had to be understood/conveyed. At the higher levels, there was much individualised study, and any teacher could act as an examiner to a pupil, who needed eight credits for a pass. Formal testing was being undertaken in the fourth year to provide feedback on validity. For this purpose a pupil was given one test on entry to and one on exit from the fourth year, the interviews being taped and the tapes marked.

#### YORKSHIRE REGIONAL EXAMINATIONS BOARD

The final formal contribution was given by Brian Park from the Yorkshire Regional Examinations Board. He pointed out that an examinations board has the following considerations in mind: validity, reliability, security, moderation and discrimination. As to whether tests should be norm- or criterion-referenced, the present public examination system was in any case a mixture. If graded tests were intended, like swimming certificates, to interest parents and generally assist motivation, they could remain relatively free; if, however, wider acceptability was to be sought, then the schemes would have to consider standards in the same way as public examinations boards. Mr Park agreed that the present situation whereby the teaching system was being adversely affected by the examinations system was unhealthy, but he wondered if it was in fact necessary to change the examinations syllabus in order to change teaching methods. He put forward his interpretation of government statements about the future of public examinations, and there was a lively debate on the subject of a common sixteen-plus examination, and particularly whether such an examination should have a common or branching syllabuses. While at present it did seem possible to establish grades in the GCE/CSE spectrum from a common examination, it had to be remembered that only 35 percent of the ability range is currently being examined in a modern language. Any new system would presumably have to cope with a much wider band of ability, and the problem would therefore be greater.

There was a strong feeling among some members of the meeting that any new examinations system should NOT be

tied to any particular age: that Level 2 of a graded system might be equated with, say, Grade 7 or 8 on the new system, to be taken whenever the pupil was ready, and duly credited on any school-leaving certificate. Those able to attempt higher levels could do so, at any age. It might be possible to distinguish standards of excellence within the upper levels. Mr Park agreed that there were merits in this idea, though it was revolutionary, and pointed out that in any nationally accepted system it would be impossible for modern languages to act independently. It might, however, be possible to define subject areas, eg maths, where such an approach could be equally beneficial.

The remainder of the meeting was spent in discussion groups. There were four sessions, with the following general headings:

- (1) Organisation and arrangement of oral tests
- (2) Content of oral tests
- (3) Conduct of oral tests
- (4) Marking of oral tests

Inevitably there was much overlap in the discussion, and conflicting opinions in some areas. However the aim of this report is not be prescriptive, but to show what is being done, what problems have emerged, and how some of them are being tackled, with a view to encouraging further initiatives among all interested parties. This is essentially an open-ended debate.

## 1. Organisation and arrangement of tests

### *Step-by-step or end-of-year/stage*

It was thought that there is an important distinction between summative proficiency tests (end-of-year/stage) and stage or step-by-step tests (whether used for continuous assessment or as an indication of progress) administered after individual units. Step-by-step tests test mastery of specific tasks, whereas summative proficiency tests should test ability to transfer (communicative skills). It was agreed that the mastery of specific tasks is useful, but that some greater element of 'communicative skill' should be tested at some stage. Step-by-step assessment, it was felt, can have a good backwash effect on teaching, and summative testing is also necessary with a cumulative subject. It was felt that, for the latter, the end-of-year test is easier to organise, and that perhaps the most practical start for a new group was to begin with summative testing and move on to step-by-step testing. It was important to negotiate with the pupils and let them see the point of what they were doing: the test should be a reward rather than a stick. It was felt that pupils like

to make an 'event' out of a test, and give it a sense of occasion which makes the certificate worthwhile.

#### *Length of test*

York has one-and-a-half minutes for Levels 1 and 2, two-and-a-half minutes for Level 3; Northants three to four minutes; EMREB about five minutes; Lothian up to fifteen minutes, in pairs. It was felt that if step-by-step testing was done throughout the year, two minutes (or up to five minutes at the very most) was sufficient to test oral proficiency in a summative test, taking a sample of the material taught. At higher levels, tests should be longer to allow time for pupils to say more than the minimum. Since there would always be some drop-out, fewer pupils should allow more time per candidate. Leicester suggested testing two pupils together to cut down time, but this might present a problem with 'loners'; it was also felt to be undesirable to have two weak candidates working together, really unable to help each other.

#### *Place*

Practice is varied. Some teachers conduct tests in a corner of the room while the rest of the class do private work; others feel strongly that privacy is necessary, in view of the problem of the teacher having two jobs to do at once, and the undesirability of candidates hearing all previous examinees (though one group was not worried about the possibility of cheating, believing that pupils would forget what they heard in any case). It was suggested that stock cupboards or corridors (with the classroom door open) could be used if necessary. The supervision of the rest of the class could be undertaken by an assistant, another teacher with a free period, PGCE students borrowed from a local college or UDE, sixth formers, or if space allowed, classes could double up, or a senior teacher might take three or four classes in a hall for slides or some common activity.

#### *When tests should be taken*

It was felt strongly that except in exceptional circumstances step-by-step tests should be taken in class time or in the usual time allotted for school examinations. There should be no special treatment for French. At present many teachers were giving up lunch or break times, which was felt to be bad practice leading to loss of status. It was felt that what was needed was official recognition that timetabled space is essential for summative oral testing. This time might be during

blocked school examinations, or language teachers might ask for time out on the analogy of biology/geography field trips. Or PGCE students might be employed to conduct tests. At present it seemed to be impossible to plan oral testing which would take longer than one class period, but this did not accord with the desire to give more importance to oral testing. Team-teaching and individualised learning might be useful.

#### *Who should conduct tests*

It was felt that tests conducted by the class teacher were easier to organise and likely to benefit nervous candidates. For summative tests another teacher from the department, or from a different school could be brought in. Cardiff had enlisted student help to conduct personal interviews in the oral test.

#### *Cost*

Tests are currently financed by (a) sales of materials, eg York, OMLAC, (b) LEA grants, (c) fees paid by individual schools out of departmental allowances. It was suggested that it might be possible to involve business firms. When setting up a group, it was felt to be important to have a single person or institution who would be responsible for the administration, but who would be well advised to delegate as much as possible, for example by sending one copy of the test to each school, which would carry out its own duplication. Interested groups of teachers could approach advisers, teacher trainers and examining boards for possible help. It was thought valuable to point out that groups setting up should not feel obliged to start from scratch, but should be encouraged to adapt and improve on work already done, selecting according to particular interests.

#### *Information to pupils and parents*

This was felt to be part of the negotiation with pupils, who might be given a piece of paper at the beginning of the year by the school or authority, explaining the course and its objectives. It was considered particularly important to give information about objectives and pupil progress to parents, and to explain the apparent phenomenon of high marks gained in French in comparison with other (norm-referenced) tests.



## 2. Content of Oral Tests

### *Tasks*

Common tasks at Level 1 are: questions about personal details (usually in French from the teacher); information seeking; role-play.

### *Cues*

There was a great deal of discussion about the nature of the stimulus. It was felt that this should be open-ended, that it should limit but not prescribe. Experimentation by teachers was to be encouraged. Among the suggestions offered were: colour photographs brought by the pupils themselves, videos, use of realia, bilingual conversations, and asking the candidate to interview the examiner. Using visuals as stimuli seems to present many problems: they are difficult to standardise, individuals may interpret them differently, they can be difficult to produce, and costly. It was pointed out that children might be confused by too great a variety of stimuli, particularly if the stimuli were not well linked together by the examiner. On the other hand, providing a natural 'flow' to an oral test has drawbacks. One may not get as many elements tested, and the test can seem rather contrived. There was appreciation of the ECLAIR booklet, which was felt to be less 'messy' than cards. Multiple-test materials could usefully be stored in a cardboard wallet with pockets, and it might be convenient for test purposes for the teacher to have a sheet on which everything on the separate pupils' cards was reproduced, to ease conduct of the test.

Cues in English were widely used, and had a number of advantages in clarity and speed: however, there was considerable concern about the backwash this practice might have on teaching in the classroom. Some teachers felt that they would be unhappy about any practice which might result in more English being spoken in the classroom, and did not want to encourage word-for-word translation. It was therefore important that any English used in tests should be open-ended. For example, 'You have a headache: how do you ask the chemist to help you?' rather than 'Ask for an aspirin', or even worse, 'Say "I want an aspirin"'. Such open-ended cues are free from a definition of the structure to be used: the cue is for a FUNCTION, and the task has a purpose.

Symbols could be useful as cues where there was standardisation of materials. Clearly, the problem of stimulus will need much attention as pupils proceed to higher levels. Situations should be as realistic as possible.

### *Single or mixed skills*

Since speaking must necessarily involve listening comprehension, it was felt that it is not possible to separate the skills. Teachers felt that a speaking test is not purely a speaking activity. Since speaking and listening go together, both should be encouraged.

It was also felt that there was a danger of choosing tests which were easy to administer, rather than those which best tested communication, and concern was expressed about the predictability of much of the transactional language used in tests.

### *Relationship between content of syllabus and test*

Most tests are samples, the problem being what to omit. The topics should be taken from the syllabus, but the content of the test should change, to show the ability of the pupil to communicate more fully. Some topics (being with a school party, being with one's own family, being alone in France) might remain standard in all levels but in a different form. For example, talking about oneself and one's family may be less important in a real-need situation, but more so in areas where France is relatively distant and contact is likely to be confined to penfriends or foreign visitors. In Wales, for example, with bilingual pupils, the personal element, including social situations, is most valid; survival situations should be valid for England, and might include, in this order: self and family, eating and drinking, buying, moving around, and accommodation.

It was suggested that the relationship between 'tu' and 'vous' might be difficult for eleven-year-olds, who would always be addressed as 'tu', but that in later stages 'vous' should be known. It was also felt that background knowledge should not be part of an oral interview, though in Level 2 pupils might describe their own towns in terms of compass points. Different areas need different skills, and Levels 2 and 3 could involve different types of visit. It was thought that the test should be perceived as valid for the whole population, and this would affect content, register and especially personal questions, but that, even so, there would be relatively small areas of difference.

The five topics mentioned above (self and family, eating and drinking, buying, moving around, accommodation) might be supplemented by: 6. leisure activities and 7. illness.

It was suggested that Level 1 might include topics 1 to 5, and Level 2 an extension of these topics plus topics 6 and 7. Level 2 might also include reporting what one had done or was going to do. This led to a discussion of the

extent to which reading materials stimulate oral work: material which has been read may have to be passed on in oral form, or it may be necessary to ask for further information. News headlines practise oral asking of questions, for example. A heard source may also provide the stimulus. Level 3 might include a description of a past experience. Extension: (buying) phone calls, changing money. It was pointed out that for a Mode 3 oral test, pupils could suggest their own topics, spending a proportion of their time in preparation over two years; the tests would then be completely personalised.

There was some concern lest these topics might be too mundane, but it was generally thought that children gain excitement from studying topics they can see to be useful. Further tasks at a higher level might involve showing the town to a visitor from France, and giving two-minute talks about some area/aspect of France chosen by the pupil. This idea could be adapted for lower stages.

### 3. Conduct of Oral Tests

#### *To record or not to record?*

While it was recognised that in some situations recording would be difficult, and that some pupils and some teachers dislike recording interviews, there seemed nevertheless to be a number of advantages, notably for standardisation. Some children, it had been found, were not familiar with the taping procedure and it was obviously important to provide sufficient practice during the course. At present there is a division of practice, some schemes requiring compulsory taping, some asking for samples, some requiring no taping at all. (See next section on marking.) It was felt that teacher-performance improved over a period of time if tests were regularly recorded, and it was felt that recording should be encouraged for this in-service function, although there were, of course, limitations, eg supervision of the rest of the class, provision of a separate room for recording, etc. Another important point made was that speaking tests are taken less seriously because there is no record. It was not felt necessary to record step-by-step tests.

#### *Preparation for tests*

There was some feeling that at the lowest level there might be a case for specific test preparation, but there was concern at the possible backwash effect of this practice (parrotting). Obviously there should be nothing in the tests which had not been practised, but the main feeling (with some dissenters) was that specific test material should not be shown to the pupil. In the step-

by-step tests, candidates would know the area of the questions, but would not be given unique answers. For the summative tests, the candidates might be reminded of the areas involved, which should obviously reflect not only the specific objectives but the general aims of the course. However, it was felt that to give specific practice of the actual test items, in the given composition and sequence, would encourage limited learning. The aim of the testing is to show the pupils and the teacher whether the objectives and aims of the teaching course have been achieved. The test is not the objective, and it is the objective which is important. The tests must be seen to relate back to the abilities which are being developed by the objectives. One member of the discussion group put it thus: We are not happy with an achievement which says, 'You have done this'. We want to be able to say, 'You can do this'.

#### *Security*

Although at Levels 1 and 2, it might be possible to conduct tests in front of a class, in the long run, if certification is going to be acceptable as an assessment of standards, then questions of security must be satisfied.

#### *Marking considerations*

Recording provides useful feedback about teaching and testing, and is useful for borderline cases. Sampling would provide most of these advantages for teachers who were opposed to taping, or short of tape, etc. It was suggested that recording should be tried for one year. Cassettes were thought to be more convenient than open-reel recorders, but using built-in microphones had not proved entirely satisfactory.

#### *Getting the best from pupils*

It was suggested that, at the beginning of a test, a warming-up period would be helpful. This could consist of two or three questions which were not marked. There might also be 'redundant' French from the teacher to set the atmosphere; appropriate praise should be offered; the examiner should adopt a 'friendly briskness', should offer one stimulus at once, and try to link questions; finally, both sides should be well prepared for the form of the test. The question of flexibility of entry was discussed. Should the candidate have some choice about when he wishes to be examined? This might be possible for step-by-step tests, but would have administrative problems for summative tests, and would tend to lose the sense of occasion which some teachers valued.

#### *Pair work*

This had possibilities, but was thought to be possibly unfair to some children. It was felt that one pupil should not be expected to inspire another, and that the whole exercise could become very artificial. If pair work was used, the pairs should be changed, and pupils might be continually assessed. Certainly pair work is a classroom procedure which should be encouraged, as should anything which encourages students to take responsibility for their own study. The performance of the teacher is after all variable, and this is one way of reducing the influence of the teacher.

#### 4. Marking of Oral Tests

##### *Marking scheme*

It is essential to refer back to the specification of objectives when considering a marking scheme. Those in use at present vary from a two-point scale, based on the belief that communication is either achieved or it is not, to a five-point scale which allows for differentiation of degrees of fluency. The latter may be felt to be more suitable for higher levels. It was suggested that 'communication at all costs' might be the criterion for Level 1, and 'communication with respect to the inter-relationship between speakers' for levels above this. Or there could be a scale which allows aggregation, the giving of supplementary marks for pronunciation, for example. There was some disagreement as to what constituted 'communication', and it was clear that this had to be standardised in local teacher-groups.

##### *When to mark*

Some teachers mark on the spot, which obviously saves time. Others record the tests and mark the tape, which allows the teacher to concentrate more fully on the marking and the testing.

##### *Standardisation*

It was felt to be most important to hold meetings of teachers involved to acquaint them with procedures and agree on a marking scheme. If possible there should be a standardisation meeting afterwards, and some sort of back-stop, eg a moderator who marks ten percent of the tests. Where samples only are recorded, teachers could be asked to make the sample representative of all levels of ability. The scale of operations is obviously important. In small areas, more meetings are practicable, whilst in a large area, much may have to be done by post,

and some sort of standardising tape would be helpful to teachers. There was a strong feeling that a standardisation meeting was an important part of in-service training, and that there were strong grounds for releasing all teachers involved for one day for such a meeting (but not necessarily every year). Keeping taped samples was of course important in assessing the reliability of the test from year to year.

#### *Grades*

It is possible to start from a desirable pass-rate, eg 90 percent, and then define a pass-mark which will achieve this, or to fix a pass-mark and hope for a high pass-rate. It is difficult to define criteria, and it was suggested that at some future date a scale of performance might be worked out, against which the different levels of different schemes could be marked off. Acceptability of graded tests will obviously need a massive public relations exercise to help the public see what 'standards' are being referred to. If criterion-referenced tests are to be used, the objectives, the marking scheme, and the meaning of the certificate obtained should all be clearly stated. The system should be so organised that the testers can state the tasks, and say that those who pass, do so with (say) 70 percent efficiency. (cf music examinations where the pass mark is 100 out of 150.)

#### *Moderation*

It was important that each teacher-examiner should be moderated, and therefore some recording was essential, even if only a sample. Any standardisation or briefing meeting should take place near the test time.

#### *Marking grid*

A well-designed grid can help the teacher enormously. Ticks are a simple method of marking on the spot. Basically the system should be positive, and communication should be awarded marks above all else. Where there is room for impression marking, fluency might be taken into account.

#### *Certificate*

This might state: achievement =  
                  or: basic communication                    ) on  
                          roughly accurate communication    ) specific  
                          perfectly accurate communication ) tasks

There was considerable discussion on the problem of including a 'mark for accuracy' without discouraging some pupils.

### *Weighting of marks*

It was pointed out that groups should beware of giving a high proportion of marks on a very short test. A way should be found of giving a longer test in oral skills at Level 3 in order for a heavier mark weighting to be given. The oral should after all be equal to the other skills at higher levels.

### FINAL PLENARY SESSION

There was considerable discussion of the need for graded tests to be standardised if they are to achieve credibility, although it was pointed out that the present public examination system is not absolutely reliable. It would perhaps stifle initiative if too much emphasis were placed on standardisation at this early stage. However, a public debate is needed to define what constitutes a standard. Under the present system of public examinations there is no attempt to define criteria, ie to show what a candidate who achieves Grade 2 can actually do.

There was an obvious contradiction between the idea of giving teachers autonomy in the classroom, and the desire for commonly accepted standards. At present the 'limits' are defined by the fact that like-minded teachers are involved with graded tests, but with a wider clientele, more standardisation would be necessary. It was pointed out that the present CSE Mode 3 syllabus arrangements give the best of both worlds, as there can be as many syllabuses as there are groups, and official certification as well. There was a danger that this Mode 3 facility might not remain, unless teachers press for it, since it is usually more expensive to administer than Mode 1.

It was thought that it would be difficult to draw up nationally agreed criteria which would be wide enough to accommodate all groups, and yet be rigorous enough for public examinations. It may not even be desirable to have national agreement about lower levels. A suggestion was made, however, that it might be possible for groups to agree on a common element at Levels 4 to 5, and that this could well be the oral test. This would assist comparability. It was decided that this suggestion should be referred to the GOML Co-ordinating Committee for further discussion and possible action, and it is hoped to involve the examination boards in the discussions.

Sheila Rowell  
Secretary, GOML Co-ordinating Committee  
13 June 1980

GOHL Oral Testing Weekend 6 - 8th June 1980. List of participants and addresses.

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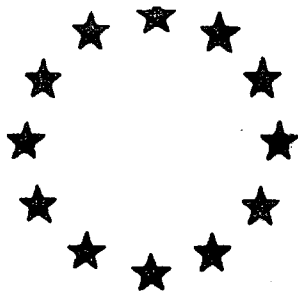
## Appendix 8

Some Methodological Implications of Waystage  
and Threshold Level.

Council of Europe 1977.

Functional-Notional Syllabuses and their  
importance for defining levels of linguistic  
proficiency. A.J. Peck. (1976)

COUNCIL  
OF EUROPE



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DE L'EUROPE

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EDUCATION & CULTURE

CCC/EES (77) 13 - E

**SOME METHODOLOGICAL IMPLICATIONS  
OF WAYSTAGE AND THRESHOLD LEVEL**

**COUNCIL FOR CULTURAL CO-OPERATION**  
**Committee for Out-of-School Education and Cultural Development**  
**Strasbourg**  
**1977**

## Introductory remarks

Waystage and Threshold Level Specifications have profound applications for language course design and, by extension, for language teaching and learning. For this reason the term, "methodology", must be taken to refer both to course design and actual teaching and learning. While we must accept without question that there is no single "best method", we must also allow that not all methods are of equal value. There are many roads to Rome, but some are more direct than others and quite a number never arrive at all. When discussing methodology, our main concern must be cost effectiveness. The difficulty of learning a language should not be underestimated and there are no short cuts, but this realisation should never inhibit us from constantly seeking more effective (and therefore less time-consuming) ways of fulfilling this formidable undertaking. It is precisely this search that has led to the formulation of Waystage and Threshold Level Specifications.

It is worth beginning any discussion of methodology with a broad definition of the term "language course". It is easier to say what a course is not than what it is: Waystage and Threshold Level Specifications, for instance, are not a language course; nor is any kind of syllabus; nor is a grammar book or a dictionary. All of these present some of the raw facts of language. A course differs from specifications and inventories in that it constitutes an attempt to process the raw facts of a language into an organised system which will facilitate its acquisition. (That is why it is rarely possible to learn a language directly from a grammar book or a dictionary.) At best, a language course can only lubricate the process of acquisition so that learning is motivated, enjoyable and effective. We must assume that most general courses will set out to communicate the four skills of understanding, speaking, reading, and writing, though the degree to which each of these is developed may vary enormously. The challenge to the course designer is to create an integrated and above all teachable system which will develop these skills, the challenge to the teacher is to interpret the system creatively and adapt it to suit the needs of his class in order to communicate the four skills; the challenge to the learner is to acquire these skills to the limit of his potential in the time available.

Broadly speaking, course design can be considered under three headings: Why?, What?, and How?

"Why?" refers to the establishment of priorities: Why am I going to do this and not that? We can only arrive at these priorities after we have taken into account all the constraints which will influence our decision. "What?" refers to overall framework: what am I going to teach? and "How?" refers to method. These three headings, Constraints, Overall Framework, and Method can provide a useful schema for discussion of the methodological implications of Waystage and Threshold Level Specifications.

## 2. Constraints ("Why?")

In the Waystage Introduction the communication need of the learner is established as an important constraint (1). In the context of course design as a whole, this must be seen as one of a large number of possible limitations which are too numerous to list exhaustively. But here, in random order, are some of the most important ones:

Age range:	How old are the learners? Are they all the same age? Are there different age groups in the same class?
Motivation:	Why are they learning language? Is it to achieve something highly specific, like passing an examination or doing a job? Or is it for some general reason: eg to occupy their spare time, or because the educational system requires it? Do they want to integrate with a foreign language community or not? Are they attending classes of their own volition or are they a "captive audience"?
Washback:	To what extent does an external syllabus or examination influence the teaching/learning set-up? Is this influence desirable? If it is undesirable, can it be modified or altered, or does it have to be endured?
Student background:	Do the learners have roughly the same educational background or not? How do they vary in terms of individual ability? Are they streamed into ability groups? What is their past learning history: are they zero beginners or false beginners?

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- 1) Waystage: an intermediary objective below Threshold Level in a European unit/credit system for modern language learning by adults, by J A van Ek and L G Alexander in association with M A Fitzpatrick for the Deutscher Volkshochschul-Verband, CCC publication 1977.

Teacher background:

How fluent is the teacher's command of the language he is teaching? How much training has he had? How many opportunities does he have for re-training? How did the teacher acquire command of the foreign language he is teaching? How does the teacher's learning experience influence his choice of materials?

Opportunity:

Will the learners put the foreign language to immediate use while they are still learning? Will they hope to put the language to use after a course of study? Are they unlikely to have any opportunity to use the foreign language in the foreseeable future?

Materials:

Does the teacher have freedom of choice, or does he have to use what is available? What resources are there in terms of hardware (tape recorders, overhead projectors, etc) or software (tapes, slides, etc)?

Time (duration):

How much time is allocated to language study? Is it a short-term course (eg six weeks) or a long-term course (eg up to eight years)? What is the total number of teaching/learning hours available? How much extra time can be assumed for homework? How much time has to be realistically written off for holidays, etc?

Frequency:

How is the time distributed: eg how many lessons are there per week and how long is each lesson?

Social:

How many students are there in a class? What are the class conditions? Is there a lot of outside noise? Is the classroom comfortable (too hot, cold, etc)?

Time-to-day:

At what time of the day are lessons held: eg early in the day or after the students have done a full day's work etc? How many other commitments (work, study, etc) has the learner got? How many hours per day is the teacher expected to teach - including extra-institutional work?

### 3.5.2 Settings and topics:

Two aspects can often be discerned in any setting: the concrete and the general. The concrete aspect can actually influence and even determine the choice of items the speaker will use. Thus, a ticket office, a restaurant, or a hotel reception desk can be defined as "concrete" in particular circumstances. The general aspect, on the other hand, does not necessarily influence the choice of items the speakers will use: eg a beach, a bus stop, or a dinner table can provide a background for an open-ended conversation or argument. A single setting may be at one and the same time "concrete" and "general". For example, a restaurant can influence the choice of items the speakers will use when they are ordering food etc and at the same time provide a background for the open-ended discussion of a topic. In some settings, the "concrete element" tends to predominate and open-ended conversation is unlikely (eg a theatre box office); in others the "open-ended element" predominates (eg a beach).

This distinction is important because the concrete aspect of a setting can lead to a transaction. A transaction can be rapidly identified because the language events that will take place are predictable with reasonable accuracy (excluding, of course, the incidence of the unexpected). For example, a group of people may enter a restaurant; they will be told by eg a waiter if the restaurant is full; otherwise they will be asked how many people they want a table for, they will be conducted to a table; then they will be brought a menu; then the waiter will return to take their order, and so on. Much of the language that will be used can be predicted fairly accurately. This kind of transaction must be distinguished from the open-ended discussion of a topic:

concrete aspect	_____	transaction
general aspect	_____	open-ended conversation or argument

The relevance of this distinction to language teaching will be immediately apparent. In teaching "conversation", we have to distinguish between transactions (the steps of which are to some extent foreseeable and therefore relatively easier to teach) and open-ended conversation and argument (the direction of which is not foreseeable). A transaction can be reduced to an algorithmic model indicating the predictable sequence of events. Such a model is known as a "praxeogram". The transactional praxeogram is not only relevant to the general learner but also to the specialised learner who is not concerned with acquiring language but with performing efficiently a well-defined task which involves limited use of language: eg operating a machine, serving in a restaurant, etc. A transaction can differ from a centre of interest (described earlier, 3.3.2) because it is concerned only with a narrowly defined sequence of events, not something more general like "the post office", or "the restaurant".

Settings which act really as a backdrop obviously play a less important role in an open-ended conversation or argument. We should also note that a general conversation can be merely an exchange of information or shift rapidly into argument. For instance, from a straight exchange about eg today's weather, we may move directly into an argument involving disagreement about the state of the weather yesterday, last week or last year.

### 3.5.3 Social, sexual and psychological roles:

The relationship between the speakers and their attitudes to each other greatly affects the choice of ideas and must be clearly established in all situations. It can matter greatly whether the speakers are friends or strangers, male or female, officials or shop assistants, old or young, etc. And this awareness must be built into situations even at Waystage to prevent the learner from making social blunders and enable him to handle even simple forms with some degree of subtlety.

### 3.5.4 Style and range:

How the speakers will address each other will be a direct by-product of their social and psychological roles. Speakers may adopt formal or informal styles depending on their relationship and they may express themselves in a variety of ways. This "variety of ways" we can think of in terms of a "cline" which can range between extremes like the following: certain/tentative/uncertain or positive/speculative/unpositive. The following three statements will provide an elementary example of what is meant by range:

He's 24 years old. (positive)

He may be about 24 years old. (tentative)

I'm not sure how old he is. (unpositive/uncertain).

Questions of style and range play an important role in distinguishing between lower and higher levels of linguistic ability. At Waystage the learners' resources will, of course, be extremely limited.

### 3.5.5 Grading:

In a structural framework "grading" is confined narrowly to structures and vocabulary (see 3.2). We have also seen how, in turn, it might be possible to grade functions (see 3.4.4). However, an even broader application of "grading" can be made in the situational realisation of a functional/notional approach: complete situations can be graded in order of increasing difficulty and complexity. Waystage as a whole can be seen as a "graded" component of the language learning objective; Threshold Level can be seen as the next step up and so on. Perhaps an example of the way students can learn to handle situations of increasing complexity will make the application of this clear.

Let us suppose that at various stages in a beginners' course, students learn how to describe people in terms of appearance, character, age and skills; suppose they learn to make comparisons and express likes and dislikes. What the students are learning to do can be applied in situations of increasing complexity. For example, early in the course the students may role play an interview situation in which Student A takes the part of the prospective employer and interviews Student B, the prospective employee by asking him questions. At a later stage in the course the interview situation can develop into a more complex role play activity consisting of four main situations:

1. Students A and B (prospective employers) interview Student C (prospective employee) and ask him questions.
2. Student C leaves the room and Students A and B talk about his suitability for the job.
3. Student D (the next prospective employee) is interviewed by Students A and B.
4. Student D leaves the room and Students A and B compare the suitability of Students C and D for the job.

Such a situation can be re-introduced a number of times even to a very advanced level with increasing demands being made on the participants. The principle of "grading" can thus be applied in a quite novel way.

The way the components of a situation interact is summarised in the table opposite.

#### 4. Method (How?)

Explicit recommendations about the way language might actually be taught are well beyond the scope of this document. Waystage and Threshold Level Specifications are sufficiently flexible to allow for the development of many parallel and radically different frameworks and methods. However, there are in the specifications implications which will apply to all kinds of language courses, however diverse the approaches may be. All courses based on functional/notional models must take as their starting point that communication must be taught and is therefore the primary objective, not merely the by-product of other objectives. It is worth considering briefly some of the problems which course designers who are attempting to implement functional/notional principles are likely to have in common. These will include:

- Lesson organisation
- Transfer
- Presentation
- The teaching of grammar
- Receptive and productive skills
- Correctness
- Testing

./.



THE SITUATIONAL APPLICATION OF A FUNCTIONAL APPROACH TO LANGUAGE TEACHING: SUMMARY

GENERAL FUNCTIONAL CATEGORIES	NOTIONS: GENERAL AND SPECIFIC	SETTINGS AND TOPICS	SOCIAL, SEXUAL AND PSYCHOLOGICAL ROLES	STYLE AND RANGE*	GRAMMAR AND LEXIS
Language acts operating through	What?	Where?	Who?	How?	With what means?
1 Factual	Often abstract: appropriate by the to a large choice variety of of topic topics and situations	Concrete → transaction	Friends Strangers Officials etc.	Style: formal informal  Range: 'cline': certain tentative uncertain	As they arise in each situation
2 Intellectual					
3 Emotional		General → open-ended conversation or argument			
4 Moral					
5 Suasive					
6 Social					
Two types of exponents:					
1 Fixed phrases					
2 'Grammatical system'					

EXAMPLES:

1 Inquiring about	the availability of tickets	Concrete: box office	Stranger/Official	Formal	As in example
Are there	any tickets for tonight's performance?				
2 Inquiring about	the existence of theatres	General	Friend/Friend	-	As in example
Are there	any good theatres in your area?				

\* Less applicable at Waystage.

Using a language may be considered to be a performing skill: as with any other skill, performing ability will vary greatly from individual to individual. It may be a waste of time to demand near-native perfection from performers who will never be able to provide it. Our aim should be to ensure that the misuse of language is not so serious as to obscure communicative intentions. While we must always draw the line at wholly unacceptable utterances, the degree of error we are prepared to tolerate is bound to vary in accordance with the abilities of individual learners. "Defective but effective communication" may be a reasonable aim if it means our students are not to be discouraged and defeated by the demands of perfection.

#### 4.7 Testing:

Waystage and Threshold Level Specifications can be manipulated to yield criteria for testing. Ideally, testing objectives should be the same as teaching objectives, so there is no conflict between the two activities. Much of the language testing that is conducted in relation to structurally-based courses tends to divide language up into separate compartments from "sound discrimination" to "multiple choice comprehension" and this carries with it the implication that language should be taught in this way. But what has been conveniently evolved for rapid objective marking may not be the ideal tool from a teaching point of view. It is possible that entirely new kinds of tests will be developed to accompany functionally-based courses, for we are ultimately concerned not with how much the student knows, but how well he performs. Techniques used for teaching may then be very similar to those used for testing. The possibility that continual assessment (to include self-assessment) should be a standard part of course design is something to be considered.

#### 4.8 Conclusion:

Perhaps in the past we over-simplified the business of language learning/teaching and were not particularly intimidated by it. If in the present we are swinging the other way, it is right we should be intimidated and possibly rise to the challenge. Documents like Waystage and the Threshold Level are intended to be helpful tools for our use. At the same time we should be wary of attaching to them any mystique or regarding them as sacrosanct. Though language may be conveniently codified for reference purposes, it retains that resilient flexibility that made it language in the first place. And this is something we should never lose sight of.

# Functional-notional syllabuses and their importance for defining levels of linguistic proficiency

by Antony J. Peck  
Language Materials Development Unit  
University of York.

The ideas for functional-notional syllabuses for foreign language learning are being worked out primarily in the Council for Cultural Co-operation of the Council of Europe. This is being done in the context of a new system of language learning for all European countries which is called a "unit/credit system". A unit/credit system of language learning is an integrated programme of stages of linguistic proficiency. A level of linguistic proficiency is reached by the successful completion of a unit of work. For the successful completion of the unit, a credit is to be awarded. The Council for Cultural Co-operation has convened a working party which has defined the learning objectives for the first and lowest level of general proficiency. This is to be called the "Threshold Level" (the T-level). The learning objectives for this first unit constitute a syllabus, and this syllabus is a functional-notional syllabus. The T-level is intended for language learning by adults, but plans exist to adapt it for schools.

For a detailed account of the theoretical work leading up to the specification of the "Threshold Level", see the papers by van Ek, Trim and Wilkins listed in the bibliography.

## Structural Syllabuses

The most commonly used foreign language syllabuses are "structural". Structural syllabuses usually attempt to teach the different forms of the foreign language with little specification of the communicative uses to which these forms can be put. It has always been a goal of foreign language teaching that the sentences of the language should be used fluently and accurately

by the students. In recent years, emphasis has been laid on the need to be able to use these sentences in a variety of different situations, and it has also been stressed that students ought to be able to make up new sentences for themselves as a result of having learnt the language. What has been neglected is consideration of the uses to which this creative linguistic ability ought to be put.

Most syllabuses have one common factor. This is the need of the student to master the structural FORM of the foreign language in order to acquire linguistic proficiency. Accordingly, teaching methods have been developed to accompany such syllabuses which are more or less successful in teaching students to acquire the FORM of the foreign language. However, syllabuses for foreign language teaching, which are based on a systematic description of the structural patterns of the language to be learnt, often result in the meanings allocated to them being anything but systematic in terms of real communication. In the last few years, course writers have increasingly felt that other factors than FORM needed to be taken into account. Accordingly, attempts have recently been made to build into foreign language teaching materials a system by which the student is helped to apply generalisations about the language from the structural patterns he learns to the characteristic *uses* of language as it functions in realistic situations. The balance of power is being altered. The relevance of the content of the language items learnt is coming to be seen as equal at least to the relevance of the structural forms of the syllabus.

*Thesaurus Approach:* Another way of building up a list of the notional functions of language is to search through Roget's Thesaurus for items which seem to name a language use. This is an excellent way of obtaining a list from which nothing is missing, provided one then goes on to make selections from it. This method has the weakness that the categories revealed are over-refined in areas where the Thesaurus lexikon is particularly rich. This means, for instance, that one has a long list of words whose meanings overlap and which are very difficult to sort out. For instance, conceding, granting, admitting, withdrawing, abandoning, retracting, allowing, confessing, submitting, deferring, yielding, renouncing, recanting. The Thesaurus might also reveal uses of language very closely related to each other, such as expressing feelings of being displeased, shocked, aghast, dissatisfied, annoyed, irritated, discontented, disappointed, angry, indignant, vexed, exasperated, resentful, aggrieved, offended or disgusted. The course writer or the language teacher simply needs to collect one item from such a list, at any rate for the beginning of a language course.

*Introspection:* Probably the best way of building up a list of language functions is to use one's memory and one's imagination, in order to imagine oneself arriving in a foreign country and encountering predictable and possibly less predictable situations. One imagines the needs one will have and the consequent uses to which a foreign language must be put. Examples of categories of use which are revealed by this method are: ordering meals, requesting services and asking permission.

In most functional-notional syllabuses constructed so far, the tendency has been to concentrate on basic everyday needs likely to be encountered during the early part of a stay abroad. It is, however, perfectly feasible to conceive of functional-notional syllabuses at a more advanced level. Some of the items might include, for instance, expressing preference, certainty or uncertainty, doubt, asking for or giving advice, expressing intentions or hopes, refusing a request without giving offence, bringing a conversation to an end, or disagreeing with someone courteously. A functional-notional syllabus could also, for instance, be constructed to cater for the predictable needs of a person regularly visiting a subsidiary factory abroad or for somebody

proposing to earn his living in a foreign country as a waiter, a shop assistant, a transport official or a secretary, or for somebody proposing to follow a particular course of study at a foreign school or university.

In such syllabuses as these the traditional logic of the structural syllabus disappears, and it is replaced by a new logic of the needs one has or is likely to have for particular types of communication.

### Selecting the syllabus

There are two principal ways in which a functional-notional syllabus can be constructed. These can either be pursued separately or they can be combined.

*Intuition:* In the first instance, the course writer or teacher relies on the power and scope of his own imagination in order to predict the particular communication needs which his students are likely to encounter.

*Consensus:* An alternative method, which can be combined with the first, is to conduct a poll, with informants being asked to select those notions thought to be most useful. An excellent consensus of opinion can be obtained by this method because the stated USES OF LANGUAGE described in a functional-notional syllabus ring loud and clear in the imagination of every teacher. It is made clear to each teacher why he or she is teaching that particular part of the foreign language. Teachers who have previously worked with various types of structural syllabus may be compared to mountaineers. They taught the syllabus simply because it was there. They would probably find it very difficult to give reasons why they are teaching this part of the foreign language and not that part, or why this part comes before that part. With a functional-notional syllabus teachers can feel that the selection of a particular language item is warranted because the choices which are implicit in the syllabus are linked to universally recognised and justified experiences.

It is important to point out also that functional-notional syllabuses can be supranational; an identical syllabus of the uses of a foreign language can be prepared for different languages. That this is possible is shown by the fact that the need to request a service or ask permission is likely to be as great if the foreign language being

vocabulary of such a course than word frequency lists.

Topic area is consequently the third point of choice for the teacher and author. It is a choice which leads most specifically to the choice of particular language items.

#### **behavioural specifications**

Language-learning aims under the heading of topic area can also be expressed in behavioural terms. Here are some examples:

##### *House and Home*

Students should be able to ask for, and give in request: addresses and 'phone numbers; describe their accommodation; compare rents; request services to be provided; complain about unsatisfactory services; discuss the qualities of furniture etc.

##### *Health and Welfare*

Students should be able to describe symptoms of illness to a doctor; express sympathy for someone else's illness; express approval or disapproval of states of hygiene; request medical services; summon assistance to the scene of accidents etc.

#### **Skill and Role**

The three areas of choice which have so far been mentioned are not the only ones for the teacher or the author to make when selecting foreign language items for his syllabus.

Language items must be selected which are appropriate for a particular skill: speaking, reading, for instance.

Language items must similarly be selected which are appropriate to a particular role to be adopted by the student. This might be:  
A subordinate speaking to a superior:  
A pupil speaking to a teacher:  
A buyer speaking to a seller:  
A stranger speaking to another stranger:  
An acquaintance speaking to another acquaintance:  
A foreigner speaking to a native.

The precise definition of the role is bound to have a modifying effect upon the choice of language item.

Choices in these areas, as in other areas of a functional-notional syllabus, are supranational. That is to say, the same for any European language.

#### **Language exponents in a functional-notional syllabus**

The sum total of choices in all the areas of the syllabus model so far described make possible the selection of foreign language items. These are naturally different for each language and could quite easily be different within each language.

Some concrete examples will illustrate this.

1. You may wish to ask a question about somebody's address.

Possible ways of doing this might be:

Where do you live?

Are you from hereabouts?

Do you live in this street too?

2. You might wish to apologise about the low salary offered for a particular job.

You might do this in any of the following ways:

You won't get rich on this salary, I'm afraid.

The pay isn't very good, I know.

This is rather a low rate for the job.

3. You might wish to express an opinion about a football match.

It could be done in one of these ways:

The ref. needs a pair of spectacles.

He was a mile off-side.

They don't even look as though they want to win.

4. You might want to complain about hygiene in a butcher's shop.

You could do it in one of the following ways:

This counter needs a good wash down.

This shop's a health risk.

Is that meat really fresh?

These examples will show that, although a functional-notional syllabus defines what can be done with various parts of the foreign language, it does not impose a narrowly rigid selection of language items and consequently leaves a very large measure of freedom still to the teacher or author.

## Using the language versus reporting the use of the language

The principal character of the functional-notional syllabus is that it stresses the use of language. This is the main reason why such syllabuses are potentially so successful in stimulating communication between teacher and student, and student and student, thus promoting the acquisition of linguistic proficiency. The vitality of the language which emerges from a functional-notional syllabus can be demonstrated by contrasting it with the sort of language item sometimes found in traditional language courses. A traditional course might well have as a language item the sentence "He complained about his hotel room". A functional-notional syllabus, on the other hand, would generate a language item with which a student could actually complain. For instance, "This room is too small" or "This room is too cold". A traditional course might include the sentence "He ordered a glass of beer". A functional-notional syllabus, on the other hand would be likely to generate the sentence: "I want a glass of beer" or "Bring me a glass of beer". This is the essential difference between using the language and reporting the use of language.

### Defined content syllabus

One of the most difficult problems in foreign language teaching is to define a level of proficiency, yet without it, it is impossible to develop objective and standardised measures for the assessment of linguistic proficiency. Without such criteria there is no way of accurately assessing achievement in individual students. A functional-notional syllabus makes it possible to define the content of the language course in terms of grammatical structures and vocabulary items that can be used in active communication. It states, moreover, how students are intended to use these language items in various linguistic skills. This is the first step towards standardised assessment.

It is said that an examination or a test is valid if it tests what it sets out to test. If we accept that what examiners want to test is identical to what teachers want to teach, then a functional-notional syllabus is the most effective instrument so far produced to bring about an increased degree of validity in examinations.

In the skills of speaking and writing the student necessarily uses the foreign language items he has learnt. In the skills of listening and reading, on the other hand, the student may have to be prepared to respond to native speakers using the full resources of the foreign language. A defined content syllabus, therefore, is more explicit in the productive skills of speaking and writing, than in the receptive skills of listening and reading. However, even in the receptive skills, content can be defined to some extent by specifying that students should be able to comprehend texts on certain topics.

Examiners can contribute towards a more precise definition of the level of proficiency required in the following ways:

1. By not requiring students to produce foreign language items not learnt actively and, therefore, not specified in the syllabus.
2. By identifying discrete constituent parts of the skill to be assessed, e.g. in speech—fluency, accuracy, pronunciation, communication skill and range of expression. In writing—accuracy, communication skill and range of expression.
3. By defining the relative importance of the above constituent elements of skills in the marking scheme in terms of mark weighting.
4. By identifying, in advance, types of major and minor errors and by indicating how these will be penalised.
5. In open-ended and unstructured tests by not penalising errors occurring in areas of the foreign language not specified in the syllabus.
6. By constructing texts for intensive listening and intensive reading exclusively from items listed in the syllabus.
7. By basing texts for extensive listening and extensive reading on topics specified in the syllabus.

## Appendix 9

Cleveland Defined Content Syllabus and  
Graded Tests Working Parties Day Conference  
July 9th 1980. Programme.

Cleveland Defined Content Syllabuses and Graded Tests Working Parties.

Day Conference - Wednesday July 9th., 1980.

Proposed Programme

(please note - the timings can be changed according to circumstances)

- 9.15 - 10.00 i) Introduction to the day  
ii) Alma Hellaoui, who attended the national In-Service week-end on Graded Tests (organised by C.I.L.T.) will report back to the conference making special reference to what is happening in other areas.
- 10.00- 12.00 Working Groups - Session One - Task A - Syllabuses.  
(session to include a break for coffee)
- 12.00- 12.30 Plenary discussion of group reports of Task A.
- 12.30- 1.30 Lunch - to be taken at the Centre.
- 1.30 - 2.30 Working Groups - Session Two - Task B - Testing.
- 2.30 - 2.50 Plenary session to report back on Task B.
- 2.50 - 4.30 Working Groups - Session Three - Task C - Materials
- 4.30 - 5.30 Final plenary session i) reporting back on Task C.  
ii) Open Forum
- 5.30 - 6.15(?) Social event.

( tea will be provided at the Centre, and can be taken during the third working group session)

Working Group Sessions

Task A - to take a critical look at our syllabuses. It is proposed that 2 groups should consider our Levels 1 and 2 Syllabuses in the light of classroom experience, a third group should be looking at the proposed Level 3/Mode 3 Syllabus (paying special reference to the Appendix) while a fourth group should consider appropriate alternative ways of setting out the syllabus.

Task B - to review our testing procedures. In this session two groups will look critically at our tests so far, a third group should look ahead to Level 3, while a fourth group should consider other assessment techniques which we might find appropriate.

Task C - to look at the problem of teaching materials. 3 groups should divide the topic areas from the Levels 1 and 2 syllabuses between them, and look at the materials (published, home-made etc.) that are available. They should also devise some teaching materials to go with their topics (choose an example) if there is time. The fourth group, it is envisaged, will look ahead to next term when they embark on the Level 3 course, and will use this session to consider the problems of materials at this level and how they may be overcome.

Please note that these are the areas considered to be of most concern to colleagues, according to their returns. Other suggestions for group work will be most welcome. I have tried to arrange groups according to individual preferences, but if you do wish to change then please let me know.



SESSION 1		SESSION 2		SESSION 3		SESSION 4		SESSION 5	
MON	22	12-15 12-45 course assembly		"INTRODUCTORY COURSES"		"INTENSIVE SHORT COURSES"		"READERS + MAGAZINES" etc. 8.15. E. Don.	
TUES		MR R.P. Clarke - 'Visual Aids Workshop' throughout the day		"USING THE OHP."		PRACTICAL		"FOREIGN LANGUAGE FILMS"	
WED	24	"MARKING, CORRECTIONS, HOMEWORK"		"ESSAY WRITING" Discussion, video and practical exercise.				"LANGUAGE GAMES OFF THE PEG"	
THUR	25	MR.D.Betteridge - 'Language Games/Activities Workshop' throughout the day		Videos on "Communication Games"		PRACTICAL		EXHIBITION AND DEMONSTRATION	
FRI	26	"CURRICULUM REVIEW DISCUSSION"		"OPEN FORUM"		COURSE REVIEW			

## Appendix 10

Cleveland Residential Course at Beamish  
Hall, 'Aspects of Modern Language  
Teaching ' (1980).

# County of Cleveland



Your Ref:

Our Ref:



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland. TS1 3BN

When telephoning please ask for

Mr. D. Sperry or Mr. R. Hullcoop  
Tel. (0642) 248155 Ext. 2972 or 3026

11<sup>th</sup> September 1980

Dear Colleague,

re Course: "Practical Aspects of Modern Language Teaching"  
Beamish Hall, 22<sup>nd</sup> to 26<sup>th</sup> September 1980

Now that the start of the above course draws near, may we take this opportunity of making a couple of last minute points about it.

Firstly, if you wish to join the bus, and have not already said so, please let us know right away as we shall be contacting colleagues soon by telephone with the final pick up arrangements.

Secondly, in addition to what we have already asked you to bring if possible (Curriculum Review "Other Languages" document, examples of marked essay work, department marking and corrections policy etc.), it would also be most helpful if you could bring along any old mail order catalogues, TV Times, teenage magazines, travel brochures etc. that you no longer need, so that they can be cut up to help create the games and aids that we shall be making during the practical sessions. We shall be providing scissors, pens, paper, card, glue etc that will also be needed.

Should you have any queries, please don't hesitate to contact us, and in the meantime we look forward to seeing you on September 22<sup>nd</sup>.

Yours sincerely,

Roger Hullcoop and Don Sperry.

to all Course Members.

Course : "Aspects of Modern Language Teaching" 22nd to 26th Sept.80

Proposed travel arrangements for teachers using the bus provided.

A OUTWARD JOURNEY, Monday 22nd September

<u>Pick-up point</u>	<u>Members boarding</u>
1. Marske	Mrs.E. Francis Mrs.K. Kirkbright
2. Ekelton	Mrs.E. Imrie
3. Guisborough	Miss J. Ditchfield
4. Nunthorpe (Swann's Corner)	Mrs.A. Simmons
5. Middlesbrough (Green Lane/St.Mary's Walk)	Mrs.K.Donovan Mrs.V.Haddon Mr. D.Westerman Mrs.C.Crook
6. Thornaby (Bassleton)	Mrs.S. Sullivan Mrs.M. Metcalfe
7. Egglescliffe (Mercury Garage)	Mrs.A. Framp Mr. Y. Ferrer
8. On Stockton Ring Road	
a) Ropner Park	Mrs.H. Moody
b) Hinton	Mrs.H. Fuller
c) Junction Road	Mrs.A. Short
9. On A 19 at "Swan" Billingham	Mrs.E. Luscombe

- Note
- i) there is room for adjustment to this proposed schedule and for additional passengers
  - ii) the precise pick-up points are negotiable, provided that no significant deviations are called for
  - iii) it is expected that the coach will leave at around 10.00 and arrive around midday. Precise times at each pick-up point will be notified by phone nearer the date.

B RETURN JOURNEY, Friday 26th September

The bus will leave Beamish Hall between 1.45 and 2.00 p.m. and will return via the same route, in reverse. Variations to the stopping points to suit personal convenience may be possible.

Course : "Aspects of Modern Language Teaching" at Beamish Hall  
22nd to 26th September 1980

Course members

1. Mrs. <del>O. Crook</del>	Newlands
2. Mrs. P. Davies	Westfields
3. Miss J. Ditchfield	Laurence Jackson
4. Mrs. K. Donovan	Oakland
5. Mr. Y. Ferrer	High Tunstall
6. Mrs. A. Framp	Egglescliffe
7. Mrs. E. Francis	Gillbrook
8. Mrs. H. Fuller	Northfield
9. Mrs. E. Game	Rosecroft
10. Mrs. V. Haddon	King's Manor
11. Mrs. D. Haslam	Ian Ramsey
12. Mrs. C. Hole	Ormesby
13. Mrs. J. Houlding	Henry Smith
14. Mrs. S. Imrie	De Brus
15. Mr. J. Kilgour	Warsett
16. Mrs. K. Kirkbright	De Brus
17. Mrs. E. Luscombe	Furness
18. Mrs. A. Martinez	Langbaugh
19. Mrs. M. Metcalfe	The Dene
20. Mrs. H. Moody	Coulby Newham
21. Miss E. Moy	Bydales
22. Mr. I. Preddy	St. Peter's
23. Mrs. A. Short	Springfield
24. Mrs. A. Simmons	Nunthorpe
25. Mrs. S. Stubbs	The Grange
26. Mrs. S. Sullivan	Bassleton
27. Mr. D. Westerman	Hustler
28. Mrs. J. Zolfaghari	Bydales

*Ann H.*  
Course Directors : Mr.R.Hullcoop and Mr.D.Spoerry

Visiting speakers : Mr.D.Betteridge and Mr.R.Clarke



Your Ref:

Our Ref: 201/DJS/2324/A/  
80



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland. TS1 3BN

When telephoning please ask for

Mr. D. SPOEARY or Mr. R. HULLCOOP  
Tel. (0642) 248155 Ext. 3626 or 2972

2nd September, 1980

Dear Colleague,

Re: Course "Practical Aspects of Modern Language  
Teaching" at Beamish Hall, 22nd to 26th September, 1980

We were very pleased to have confirmation of your acceptance of a place on the course, and we look forward to a useful and enjoyable week together. A course programme is attached, which does in fact provide time for most of the aspects requested. Although the programme is now 'hardened up', it may of course be necessary to make minor adjustments as the course progresses and to take account of the fixed times for coffee and tea. Please consult the programme in advance and bring with you anything which may contribute to our deliberations e.g. a departmental statement of marking policy; forms used for pupil assessment; some interesting examples of marked essay work; some language game which you have found useful; any useful addresses/sources of material. In any case, please bring with you a copy of the Cleveland Curriculum Review paper on "Other Languages" (all departments should have copies).

We also attach a course membership list, and the proposed travel arrangements for those wishing to use the bus provided. Again we have tried to meet requests as far as possible, but now that you have sight of the proposed route and pick-up points you may wish to suggest some variation, perhaps switching to a pick-up point near home rather than school, or vice versa, or perhaps you now wish to join the bus rather than come by car. If you wish to suggest variations, please ring us promptly to discuss. Minor variations are possible, but we would not wish to make substantial changes at this stage. Those travelling by car may find that with the help of the membership list they are able to arrange to share transport. To reach Beamish Hall from Cleveland, leave the A1(M) at Chester-le-Street and follow the A693 via Pelton for about 5 miles. Turn right for Beamish Hall after Beamish Village. Car parking is at the rear of the College, so that after unloading their cases at the front door, car drivers will need to drive out of the main entrance, turn left, and follow the road round to the car park at the rear. Please aim to arrive for around 12.15, allowing time for registration and settling in between 12.15 and 12.45. The course opens with lunch at 1.00 p.m. Monday and closes with lunch on Friday, when the bus will leave at around 1.45 - 2.00 p.m.

Accommodation at Beamish Hall is in well appointed single rooms, each with a wash-basin and an electric razor point. Towels and soap are provided.

Cont'd....

To All Course Members.

To All Course Members.

2nd September, 1980

Meal times are as follows:-

Breakfast	-	8.30 a.m.
Coffee	-	11.00 a.m.
Lunch	-	1.00 p.m.
Tea	-	4.00 p.m.
Dinner	-	6.30 p.m.

The bar is not open at lunch-time, but the dining hall has a table licence so that drinks may be obtained at table. The address is Beamish Hall College for Adult Education, Beamish, Stanley, Co. Durham, DH9 0RG. Telephone numbers are:

Office number	-	0207 33147
Students phone	-	0207 32089

If you have not yet sent in your course fee, please do so promptly. The net charge for the week is £16.00. Please send your cheque for that amount to the Education Offices, marked 'for the attention of Modern Language Advisers, re Beamish Hall Course' and made out to 'Cleveland County Council'. Those who have already paid should find a receipt attached to this letter.

Should you require further information, please do not hesitate to ring us, either on extension 3026 (DJS) or on 2972 (RWH). We are most readily caught between 8.30 and 9.30 a.m. or at the end of the day, from 4.30 onwards.

With best wishes.

Appendix 11

Revised Draft Versions of Cleveland Syllabus  
Levels I and II

Extracts



## Level One

Speaking

Vocabulary + Structures which are used in many different sections.

Bonjour ; Bonsoir ; Au revoir ; Madame, madame ; Monsieur, Monsieur ; Mademoiselle

Merci ;

S'il vous plaît

Comment, je ne comprends pas ; répéter ; parlez

Ça va

~~Il y a ; y a-t-il ;~~

À quelle heure

Ouvert ; fermé

Toilettes ; hommes ; dames

Qu'est-ce que c'est ; qu'est-ce que c'est

Voilà

Coupe ; litre

C'est combien ?

Je voudrais ; tu voudrais ;

J'aime ; tu aimes ; vous aimez

Je préfère ; tu préfères ; vous préférez

Avez-vous

## Shopping One

### Speaking

est / sent... si / vous plaît

voudrais

combien ? Comme ça

pour ça

monnaie

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

un / une

### Listening

Vous desirez...

Voilà, et avec ça

c'est tout

à la caisse

Vous payez à la caisse

Non je regrette...

Mais nous n'avons plus

Comme ça ?

quel parfum ?

### Reading

Alimentation (générale)

Hypermarché

Time

Dépenses, dates

Timbres

Caisse

Cartes postales

cent

gramme(s)

livre

kilo(s)

pièce

Franc(s) f

## Shopping Two

### Speaking

2. vous      donnez-moi  
 est trop grand/petit/cher/  
 long/court  
 combien ça coûte?  
 peut essayer?  
 est plus grand/moyen/petit.  
 ça a l'air pas mal  
 est très bien  
 combien ça coûte?  
 combien ça coûte?

marché)

une livre de ... courgettes

une douzaine de ... haricots/pois (supermarché)

des fraises

des pommes

des noix

des aubergines

une courgette

(supermarché/épicerie)

100 grammes de ... café

une courgette

des chips

un (demi) litre de ...

rosé/eau minérale gazeuse

une tablette de chocolat

un pot de confiture de (fruits)

### Listening

On n'en a pas. Avez-vous encore?

Ça va? C'est bien?

Cela vous plaît?

Attendez un moment

Certainement.

Ø C'est quelle taille?

Je vous laisse

Signez au passage la caisse

c'est très à la mode (élégant)

élégant

c'est au rez de chaussée

au premier étage

deuxième etc.

au sous sol

Avez-vous de la machine à laver?

double/simple (carnet).

### Speaking

du dentifrice

une savonnette

du shampoing

une feuille

(la pâtisserie)

un chou (à la crème)

une religieuse

un cornet

la charcuterie

un pizza

une tranche de

paté

jambon

une quiche

paté

jambon

## Shopping Two - continued.

### Speaking

charcuterie (cont.)

sauceson

banque

caissier) touche un chèque

change de l'argent

judiciaire d'initiative)

plan de la ville / Paris (etc.)

brochures

liste de (hôtels/campings/est)

(des vêtements)

jeu spéc homme / dame

tee shirt un jean

maillots de bain un pull-over

type d'alimentation

(le supermarché)

type des cadeaux / souvenirs

portableps un porte-feuille

porte-monnaie un sac

maillots de sport

au départ de la région /

grande

souvenir de la région

### Reading

Maison de la Presse

Mammoth Carrefour

Librairie papeterie

Bo. - tabac Guin Michel

Entrée libre Sortie Interact

Défense de Fumer Self-service

Self Promotion

Service Sec/doux

Diagnose

Shopping The ed.

2/20/2021

4-24-2003

Date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1962 12 12 1962 12 12 1962 12 12

$$P_1 = \frac{1}{2} \left( \frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$$

Figure 1. The effect of the concentration of the  $\text{H}_2\text{O}_2$  solution on the amount of the released  $\text{H}_2\text{O}$  from the  $\text{H}_2\text{O}_2$ -loaded hydrogel. The amount of the released  $\text{H}_2\text{O}$  was measured by the weight difference of the hydrogel before and after the release. The concentration of the  $\text{H}_2\text{O}_2$  solution was 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10%.

[illegible]

$\frac{1}{2} \left( \frac{1}{2} \right) = \frac{1}{4}$

10-11-68

[illegible]

*[Faint, illegible handwritten notes]*

Champion, 1892  
P. 100, 101, 102  
103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 9

1. *Phyllanthus zosterifolius* (L.) DC.

1. The first of these is the fact that the United States is a democratic country. This means that the people have the right to elect their representatives to the government. This is a principle that is not shared by all countries.

1. Supplies needed  
 2. Classroom

schwarz / mexican  
Boris Vasil'evich

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

1800 / Sec / class

Chester, N.Y., Dec. 10, 1968

Dear Mr. [redacted]:

[illegible]

Figure 1. The effect of the concentration of the  $\text{Ca}^{2+}$  solution on the  $\text{Ca}^{2+}$  concentration in the  $\text{Ca}^{2+}$  solution. The concentration of the  $\text{Ca}^{2+}$  solution was 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9, 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.0, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 12.0, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 13.0, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 14.0, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 15.0, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, 16.0, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 17.0, 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.7, 17.8, 17.9, 18.0, 18.1, 18.2, 18.3, 18.4, 18.5, 18.6, 18.7, 18.8, 18.9, 19.0, 19.1, 19.2, 19.3, 19.4, 19.5, 19.6, 19.7, 19.8, 19.9, 20.0, 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9, 21.0, 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7, 21.8, 21.9, 22.0, 22.1, 22.2, 22.3, 22.4, 22.5, 22.6, 22.7, 22.8, 22.9, 23.0, 23.1, 23.2, 23.3, 23.4, 23.5, 23.6, 23.7, 23.8, 23.9, 24.0, 24.1, 24.2, 24.3, 24.4, 24.5, 24.6, 24.7, 24.8, 24.9, 25.0, 25.1, 25.2, 25.3, 25.4, 25.5, 25.6, 25.7, 25.8, 25.9, 26.0, 26.1, 26.2, 26.3, 26.4, 26.5, 26.6, 26.7, 26.8, 26.9, 27.0, 27.1, 27.2, 27.3, 27.4, 27.5, 27.6, 27.7, 27.8, 27.9, 28.0, 28.1, 28.2, 28.3, 28.4, 28.5, 28.6, 28.7, 28.8, 28.9, 29.0, 29.1, 29.2, 29.3, 29.4, 29.5, 29.6, 29.7, 29.8, 29.9, 30.0, 30.1, 30.2, 30.3, 30.4, 30.5, 30.6, 30.7, 30.8, 30.9, 31.0, 31.1, 31.2, 31.3, 31.4, 31.5, 31.6, 31.7, 31.8, 31.9, 32.0, 32.1, 32.2, 32.3, 32.4, 32.5, 32.6, 32.7, 32.8, 32.9, 33.0, 33.1, 33.2, 33.3, 33.4, 33.5, 33.6, 33.7, 33.8, 33.9, 34.0, 34.1, 34.2, 34.3, 34.4, 34.5, 34.6, 34.7, 34.8, 34.9, 35.0, 35.1, 35.2, 35.3, 35.4, 35.5, 35.6, 35.7, 35.8, 35.9, 36.0, 36.1, 36.2, 36.3, 36.4, 36.5, 36.6, 36.7, 36.8, 36.9, 37.0, 37.1, 37.2, 37.3, 37.4, 37.5, 37.6, 37.7, 37.8, 37.9, 38.0, 38.1, 38.2, 38.3, 38.4, 38.5, 38.6, 38.7, 38.8, 38.9, 39.0, 39.1, 39.2, 39.3, 39.4, 39.5, 39.6, 39.7, 39.8, 39.9, 40.0, 40.1, 40.2, 40.3, 40.4, 40.5, 40.6, 40.7, 40.8, 40.9, 41.0, 41.1, 41.2, 41.3, 41.4, 41.5, 41.6, 41.7, 41.8, 41.9, 42.0, 42.1, 42.2, 42.3, 42.4, 42.5, 42.6, 42.7, 42.8, 42.9, 43.0, 43.1, 43.2, 43.3, 43.4, 43.5, 43.6, 43.7, 43.8, 43.9, 44.0, 44.1, 44.2, 44.3, 44.4, 44.5, 44.6, 44.7, 44.8, 44.9, 45.0, 45.1, 45.2, 45.3, 45.4, 45.5, 45.6, 45.7, 45.8, 45.9, 46.0, 46.1, 46.2, 46.3, 46.4, 46.5, 46.6, 46.7, 46.8, 46.9, 47.0, 47.1, 47.2, 47.3, 47.4, 47.5, 47.6, 47.7, 47.8, 47.9, 48.0, 48.1, 48.2, 48.3, 48.4, 48.5, 48.6, 48.7, 48.8, 48.9, 49.0, 49.1, 49.2, 49.3, 49.4, 49.5, 49.6, 49.7, 49.8, 49.9, 50.0, 50.1, 50.2, 50.3, 50.4, 50.5, 50.6, 50.7, 50.8, 50.9, 51.0, 51.1, 51.2, 51.3, 51.4, 51.5, 51.6, 51.7, 51.8, 51.9, 52.0, 52.1, 52.2, 52.3, 52.4, 52.5, 52.6, 52.7, 52.8, 52.9, 53.0, 53.1, 53.2, 53.3, 53.4, 53.5, 53.6, 53.7, 53.8, 53.9, 54.0, 54.1, 54.2, 54.3, 54.4, 54.5, 54.6, 54.7, 54.8, 54.9, 55.0, 55.1, 55.2, 55.3, 55.4, 55.5, 55.6, 55.7, 55.8, 55.9, 56.0, 56.1, 56.2, 56.3, 56.4, 56.5, 56.6, 56.7, 56.8, 56.9, 57.0, 57.1, 57.2, 57.3, 57.4, 57.5, 57.6, 57.7, 57.8, 57.9, 58.0, 58.1, 58.2, 58.3, 58.4, 58.5, 58.6, 58.7, 58.8, 58.9, 59.0, 59.1, 59.2, 59.3, 59.4, 59.5, 59.6, 59.7, 59.8, 59.9, 60.0, 60.1, 60.2, 60.3, 60.4, 60.5, 60.6, 60.7, 60.8, 60.9, 61.0, 61.1, 61.2, 61.3, 61.4, 61.5, 61.6, 61.7, 61.8, 61.9, 62.0, 62.1, 62.2, 62.3, 62.4, 62.5, 62.6, 62.7, 62.8, 62.9, 63.0, 63.1, 63.2, 63.3, 63.4, 63.5, 63.6, 63.7, 63.8, 63.9, 64.0, 64.1, 64.2, 64.3, 64.4, 64.5, 64.6, 64.7, 64.8, 64.9, 65.0, 65.1, 65.2, 65.3, 65.4, 65.5, 65.6, 65.7, 65.8, 65.9, 66.0, 66.1, 66.2, 66.3, 66.4, 66.5, 66.6, 66.7, 66.8, 66.9, 67.0, 67.1, 67.2, 67.3, 67.4, 67.5, 67.6, 67.7, 67.8, 67.9, 68.0, 68.1, 68.2, 68.3, 68.4, 68.5, 68.6,

[illegible]

1. *Phragmites* (common)

$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} f(x) e^{-x^2} dx = \frac{1}{\sqrt{\pi}}$

$\frac{d}{dt} \left( \frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$

$\frac{d}{dt} \left( \frac{\partial L}{\partial \dot{x}} \right) = \frac{\partial L}{\partial x}$

100

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a formal communication, and it is written in a very formal and dignified style. The President expresses his regret that he cannot continue to serve the country, and he expresses his confidence in the future of the country.

the range of sales have

berquet en canif  
pile. une bête d'allomets

des sandales des  
des chaussures de

P.T.O.

## Sparking (cont)

rayon des éléments

step une cassette

collier une chaîne

pick-ups une grille

ferme

une machine à écrire

une machine à écrire

une machine à écrire

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## Résumé

Port l'évêque / St Paul (provenance)

Deuxième université

Une pensée verte encaissée

Réassortiment réclame

Imprimé sur les deux côtés

## Cafe Bar Restaurant : One

### Speaking

### Listening

Monsieur / Madame, s'il vous plaît? Vous désirez?

Bonjour / Bonsoir M. / Mme

Je voudrais / J'aimerais une  
table pour ( ) personnes

merci. Uniquement

~~vous devez~~ ~~vous~~

à la carte

ou au menu

ou bien un menu régional

ou sandwich au fromage

ou jambon

ou poulet

tout de suite

à la carte s'il vous plaît?

( ) menus à ( ) f

Vous avez choisi?

une salade de tomates

du potage

du poulet du poisson

et avec ça?

un steak

des frites carottes

Bon appétit.

Incroyable, petit pain

de la salade

une tarte aux pommes

Comme boisson?

du pain, s.v.p.

Comme dessert?

l'addition, s'il vous plaît.

Ça fait.

### Reading

List words of food and drink from speaking section, listen  
to be found on menu, price list etc.

Menu à la carte

Days, times

Restaurant

Bar

Café

Serj

Snack

Toilettes

service - compris / non compris.

Coke / Beer / Restaurant / Tax



## Restaurant / Cafe: Three

### Speaking

On peut s'inscrire / dîner  
Nous sommes quatre  
Je sais / on va manger à  
la carte

### Listening

Vous êtes combien ?

au menu.  
King des mayonnaises  
salade Nigelle. Assemblage d'agaves  
soupe de Pissini Bonellaboussa  
surgelés (bruyères)  
Cassoles de Gousses  
Pâtisseries de Fruits de Mer  
Arbreaux d'orange.  
Boq au Vin canard au  
Poulet

Pommes allumettes / port neuf

Un pichet de vin rouge/blanc/rosé  
Encore (du pain) s.v.p.

(Qu'est-ce que c'est) le plat  
du jour / la spécialité de  
la maison / région ?  
c'est-ce qu'il y a comme  
viande / fromage / pâtisserie.

Le crêpe / au Grand Marini  
les œufs au bœuf

### Reading

Menu Gastronomique.

Au choix

(3) € de supplément

Entrée.

Service et boissons (non) compris / en plus

Prix net.

Boissons Pilotes.

Il est interdit d'apporter son manger.

Ici on peut manger son casse-croûte

La maison n'accepte pas les  
chèques.

## Appendix 12

Report of the meeting of the Co-ordinating  
Committee for Graded Tests in Modern  
Languages, York. C.O.M.L. (1980).

Report of the meeting organised by the Co-ordinating Committee for Graded Tests in Modern Languages - (18.12.1980) - to discuss possible common elements in C.S.E. Mode III Exam.

---

Michael Buckley (of York) acted as Chairperson. He pointed out that the 16+ Exam is likely to come into effect in 1985-87 and work currently in progress on graded tests and objectives could have considerable influence on exam boards planning their new syllabuses in the near future.

M. Buckley urged all groups to find out if working parties for 16+ were being set up in their Regional Boards and to ensure that working parties be conversant with the thinking behind graded objectives.

### BASIC GENERAL DISCUSSION

1. Felt that background element should be incorporated into language tests rather than tested as a separate item.  
(Reading and Listening Tests offer the best possibilities).
2. Language tests to be authentic - but there was some doubt as to whether doctored authentic tests were preferable to specially created materials, particularly in view of resources available to teachers.

### DISCUSSION ON OBJECTIVES.

#### LISTENING:

1. At least part of the test should involve assessment by questions in English (multi-choice or open-ended).

Following suggestions:-

- A. TYPES of LISTENING
- (i) for gist
  - (ii) for selection
  - (iii) for detail

#### B. SOURCE of STIMULUS

- announcements (P.A. systems - travel, airport etc. radio, weather, road conditions.
- fuller information from hire, source with visual stimulus or reversed role-play.

- eavesdropping - situations for survival, social esse (live sources)
- media - information only.  
e.g. pre-recorded telephone messages  
- commercial in shops etc.

## (i) GIST

e.g. news item e.g. multi-choice favoured.

- (ii) SELECTIONS - train announcements - which applies
- (iii) DETAIL - guided tour, including plans etc.

## TEST FORMS :

- 1) Stimulus
  - open-ended } Eng
  - multi-choice }
- 2) Use of visuals for location / identification from stimulus.
- 3) Filling in data sheet.

## SOURCE of STIMULUS

TYPE of LIST ENGLISH	SOURCE of STIMULUS				
	Answer <sup>ed</sup>	Live speaker (+ visual)	Eavesdrop.	Media (incl. covers)	disputed service ansafone
for gist			X	X	
selection	X				
detail	X	X	X		X

## READING :

Agreement that at least part should be tested in English.

Reading comp. multi-choice.

- 1) Detailed - time-t. / news / instructions / letters / recipes / horoscopes  
supermarket price lists etc / newspaper headlines
- 2) Gist - newspaper & mags. articles, stories - passage
- 3) Gist + N.B. - newspaper item to check if of interest (1 question only).

Desire for a) authentic material  
b) authentically presented.

**SPEAKING** :- it was suggested that in role-play the pupil should always play himself but that initially skills should be <sup>still</sup> tested e.g. showing own town to visitor.

To test creative speech - not just memorised set pieces (some) discussion that oral / aural skills should not be separated in the interests of examining convenience.

(It was felt that it would be useful to have pupils note the info. involved to ensure questions understood - but conversely - might cause confusion to pupils)

## **WRITING**

No attempt made to decide whether or not writing should be compulsory at this stage.

This test might include a) a formal letter  
b) a social letter  
possibly c) a postcard.

May be necessary to provide a written stimulus in English but might be possible to use a series of pictures to chat on account of past actions or future plans.

a) formal letter - eng. stimulus e.g. write to campsite etc.  
Marks given for correct layout.

b) Informal letter - usual introductory letter is too limited  
Eng. stimulus or picture stimulus / combination.  
e.g. how tell what you did last weekend / summer  
using pictures below as a guide.

c) postcard (descriptive lang.) Difficult to prescribe.

**MARKING** - positive marking  
marking for conveying message

## Appendix 13

### Cleveland County Group Mode 3 Scheme

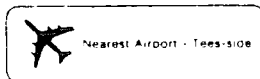
Extracts

# County of Cleveland



Your Ref:

Our Ref:



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland. TS1 3BN  
When telephoning please ask for

Mr. R. Hullcoop  
Tel. (0642) 248155 Ext. 2972

15/1/82.

Dear Colleague,

## Cleveland Group Mode 3/Level 3 French Scheme.

The Mode 3 Support Group met yesterday (14/1/82), and for the benefit of those who were not present, and to remind those who were, I summarise below the main items discussed, and decisions taken.

### 1. Entries for the 1982 Examination.

If you have not already done so please write to the N.R.E.B. (under the Head's signature) informing the Board that the School is participating in the Cleveland Group Mode 3 French Scheme, quoting the Centre Number of the co-ordinating School - Ormesby - which is 10/041. You should also confirm that the agreement of Ormesby to the participation of your School in the scheme has been obtained. If you have not yet done so, please write to Ormesby indicating that you wish to join the scheme, and as verbal agreement has already been reached there is no need to wait for the formal reply, before confirming with the Board.

For the purpose of entries the subject number for the scheme is 191R. If any School, however, already has a Mode 3 scheme registered with the Board, then that School's number would be 191S. I think it prudent in any case to write some form of covering letter to the N.R.E.B. making it plain that the candidates are being entered for the Group Mode 3 Scheme.

### 2. Entries for 1983 and beyond.

Any School wishing to join the Scheme for examination in 1983 and who has not yet done so should i) obtain the agreement of Ormesby, and ii) notify the Board confirming that this agreement has been obtained quoting Ormesby's name and Centre Number.

### 3. Immediate contact with the Board. (RWH)

I confirm that I will write to the Board, confirming that candidates from the 12 pilot Schools (with names) will be entered for the 1982 Examination. I shall request that we be notified straight away of any problems in the entering of pupils.

### 4. Mock exams. - Writing test.

a) In the written letters paper please note that the instruction at the foot of the second letter (writing 1), namely to times 3, and divide by 10, will give you a percentage figure out of 15. The raw score for writing is out of 30 (remember that the total raw score for the whole exam is out of 200), and to obtain this figure you should take the total of the 2 letters, times by 3, and divide by 5.

### 5. Oral test.

While not wishing to change the balance of marks between role play (48) and general conversation (12) for the Mocks, there was a feeling at the meeting that the general conversation was rather undervalued at only 12 (raw score) and that for the summer test the balance of 3 role plays (at 12 each) and a general conversation at 24 marks would be well worth considering.

201/RWH/2364/W/81

18th September, 1981

Dear Sir,

Group Mode 3 Scheme - French, Cleveland County  
Co-ordinating Teacher, Mrs. C. Hole, Ormesby  
School 10/041

In connection with the above scheme, the group would like to make alterations to the syllabus and scheme of examination as follows:

- i) that the background section (worth 10% in the examination) be removed.
- ii) that the 10% be distributed as follows:
  - a) 5% be added to the speaking test
  - b) 5% be added to the listening test.

Therefore the relative mark weightings for each section will be as follows:

- a) speaking test 30%
- b) listening test 30%
- c) reading test 25%
- d) writing test 15%

The total of raw marks for the speaking will therefore be increased to 60, made up of 4 role play tests worth 12 points each and general conversation worth 12 also. In the listening test the total of raw marks will also be increased from 50 to 60.

I trust that this will be in order.

Yours sincerely,

(Adviser for Modern Languages).

The Secretary,  
North Regional Examinations Board,  
Wheatfield Road,  
Westerhope,  
Newcastle-upon-Tyne.  
NE5 5JZ

Passed by:

Approved by:

Signed by:



# Schools and Teachers participating in the Mode III Group Scheme.

in 1982/83

SCHOOL	TEACHER
Ormesby (Co-ordinating School)	Mrs. C. Hole. (Co-ordinator)
	* Mrs. J. Henderson
Egglescliffe	* Mrs. S. Hyland
	Mrs. A. Framp
	Mrs. D. Barry
	Mrs. A. Bell
St. Patrick's (Thornaby)	* Mrs. C. Walker
	Mr. T. Gaynon
Funthorpe	* Mrs. C. Atkinson.
Forton	* Miss. A. Carr
	Mrs. R. Periatambee
Heraton	* Mr. A. Hewitt
Conyers	* Mr. J. Prost
	Mr. I. Fyfe.
The Dene	* Mrs. J. Razagui
The Grange	* Miss. G. Husband
an Ramsey	* Mrs. L. Bruce
	Mrs. A. Finney
St. Paul's	Miss. R. Morris
altscar	* Mr. P. Nightingale
nglish Martyrs	* Mr. A. Luke
arsett	* Mrs. C. Hole <i>Graham.</i>
asselton	* Miss. A. Thornton

## SCHOOL

## TEACHER

ustler

\* Mrs. L. Martlew  
Mrs. J. Perry

angbaurgh

\* Mr. H. Ruyssennaars  
Mr. M. Anderson

akfield

\* Mrs. A. Martinez

pringfield

\* Mr. M. Brewis  
Mr. R. Railton

ishopsgarth

\* Mr. J. Bingham

.T.C./Northfield

\* Ms. A. Hellaoui

## MODERATOR

Mr. J. Dobson

, Bridge Inn Yard,

Lower Demeones,

Barnard Castle,

Co. Durham.

MEETING 1	MEETING 2	MEETING 3	MEETING 4	MEETING 5	MEETING 6	MEETING 7
8th September 1983 1. Preliminary Mtg. ALL SCHOOLS WISHING TO ENTER CANDIDATES MUST ATTEND.  Procedure:- 1. <u>MOCKS</u> (using 1983 exam) (a) Mock orals to be taped. Tapes to be kept in case of abs. in final exam. 2. <u>COMMENTS</u> for revision of mock (where necessary) 3. <u>DATES</u> for (a) Standardisation of mock oral (preparation) (b) Mock written (2 mtgs req'd for mock oral, 1 mtg for written) 4. <u>HANDING BACK</u> of materials of 1983 exam.  Comments from C.Hole 5. <u>REMIND</u> teachers to bring role-play mock schemes on 22nd September. 6. <u>ALLOCATION</u> of tasks to working groups Gp. leaders to be appointed. (a) <u>New</u> role-play (sent to RH by 1 Nov) (b) Listening (sent to RH by 22 Nov) (c) Reading (long) (sent to RH by 16 Jan) (d) Reading (short) (sent to RH by 31 Jan) (e) Letters (sent to RH by 17 Feb)	22nd September 1983 1. Standardisation Mock exam Role-play  2. Handout "grid" & instructions for General Conversation (or) remind teachers to bring to next mtg.  <u>MEETING 8</u> 2nd February 1984 1. Consideration Reading tests.  2. Set dates for orals.  3. Distribute proced- ure for oral exams.  4. Confirm dates of written exams.	5th October 1983 1. Standardisation mock exam General conversation  2. Remind teachers to bring mock scheme for letter Mtg 20th October.  <u>MEETING 9</u> 16th February 1984 1. Consideration of reading tests.  2. Remind schools to send "returns" (numbers) to RH.	20th October 1983 1. Standardisation of written mock exam.  <u>MEETING 10</u> 8th March 1984 1. Consideration of letters (formal)	17th November 1983 1. Consideration of ROLE-PLAY for 1984.  <u>MEETING 11</u> 22nd March 1984 1. Consideration of letters (informal).	8th December 1983 1. Consideration of 1984 LISTENING.  <u>MEETING 12</u> 5th April 1984 1. Practice marking session for oral (in advance). Ensure tapes available.  <u>MEETING 13</u> 11th May 1984 Reserve date	12th January 1984 1. Consideration 1984 LISTENING (continued)  2. Remind schools to check entries to NREB through schools examination officer.  <u>MEETING 14</u> May/June 1984 1. GRADING/ Standardisation of final exams.

Cleveland County Group Mode 3 C.S.E. Scheme.

The title of the County Group Mode III C.S.E. will be French, and will include a 100% language component made up of the following (subject to R.E.B. approval).

- a) ~~30%~~ listening
- b) 25% reading
- c) ~~30%~~ oral
- d) 15% writing

The grades on offer, we propose, will be from 1 to 5

The Aim will be to enable the candidate to survive on a visit to France either

- i) in the company of his parents and family and friends or
- ii) in the company of a French family

Specific objectives ~~will~~ be as follows :

- |                  |      |  |
|------------------|------|--|
| <u>Listening</u> | i)   | to understand spoken French in specified situations relating to the aim  |
| <u>Speaking</u>  | ii)  | to respond orally as appropriate   |
|                  | iii) | to initiate conversation and request information in those specified situations   |
|                  | iv)  | to understand any reply from iii)  |
| <u>Reading</u>   | -    | to show an understanding of  |
|                  | v)   | signs, notices etc., which give information within the specified situations  |
|                  | vi)  | personal information given in prose form (such as in a letter) which reflects the lifestyle and tastes of the French writer who will be of the same age as the candidate (but within the confines of the syllabus) |
|                  | vii) | information given in a letter or communication relating to the visit, from any of the following  |
|                  | a)   | family   |
|                  | b)   | hotel  |
|                  | c)   | camp-site  |
|                  | d)   | Youth Hostel   |
|                  | e)   | Tourist Office   |

This information can be related to travel, accommodation and entertainment etc.

- D) Writing
- viii) to a camp site/hotel/Youth Hostel to request or reserve accommodation
  - ix) a simple letter1) giving information of a personal nature to someone trying to get to know them  
2)making plans for any future visit.
  - x) to a Syndicat d'Initiative/Office de Tourisme requesting information about the area they are going to visit.

A	B	C	D	E	F	G	H
METHOD OF ASSESSMENT	NUMBER OF ASSESSMENTS	DATE OF EACH ASSESSMENT	DATES BY WHICH MODERATOR WILL RECEIVE DRAFTS AND MARK PLANS	IS THERE A CHOICE? (YES OR NO)	TIME ALLOWED TO CANDIDATE FOR EACH ASSESSMENT	TOTAL OF RAW MARKS FOR EACH ASSESSMENT	RELATIVE WEIGHTING OF EACH METHOD OF ASSESSMENT
Written (a) examination papers	1. Reading test 2. Background paper	April 1982	February 1982	No	45 mins 15 mins	50 20	25% 10%
(b) essays	2 Letters 1 formal 2 informal	"	"	No	40 mins	30	15%
(c) project(s) or special study							
(d) class work							
2 Oral	1 conversation 3 x Role play	"		No	10 mins + (5 mins prep)	14 3 x 12 50	25%
3 Aural	1 listening test	"		No	40 mins	50	25%
4 Practical						200	100
5 Single Terminal							
6 Continuous							

Refer to page 8. Indicate on this page in Column H the relative weighting given to Continuous

### Check-list for Standardisation Meeting

Please ensure that the following items are brought to the standardisation meeting: (in June)

1. Large white mark sheet

(This must be fully and correctly completed. Do not fill in the provisional grade as this will be done during the standardisation meeting).

2. Oral Mark Sheets and all tapes.

3. Complete scripts of all candidates

(Each complete set i.e. listening, reading and writing test scripts of each individual candidate must be secured with string).

4. Rank - order list of candidates.

5. Claims Forms for Examiners.

Mode 3

READING TEST

1 hour

In this part of the examination you have three sections

- (i) A number of short reading items based on signs or pictures.

In this section you write your answers in English on the question paper in the space provided.

- ii) and iii) Two letters (marked A and B) in which you must read each letter carefully and then answer the questions on it in English. Write your answers on the paper provided.

You do not have to write your answers in complete sentences but remember to include all relevant information.

So to recap

- i) Section 1-short items - answer in the space below the question.
- ii) and iii) Two letters A and B - read them and answer the questions on them in English on the paper provided.

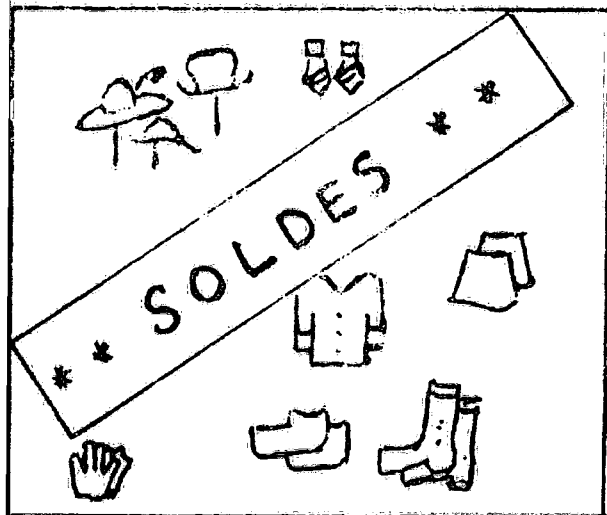
1.

Section 1   SHORT ITEMS



Q.1 What does this sign, often seen in a French bus or train, mean?

A. emergency (1/2) exit (1/2) (•1 pt)



Q.2 What does this sign mean if seen in a shop window?

A. sale (1)

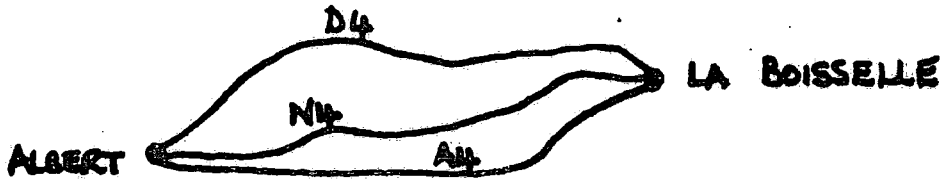


Q.3 For which people are the seats beneath this sign reserved?

A. pregnant (1/2) ladies (1/2) (•1)



2.



Q.4 Which of these roads would you take to get from Albert to La Boisselle if you wanted to avoid both the motorway and the main road?

A. D4 (1)

DÉFENSE DE MARCHER  
SUR LA PELOUSE

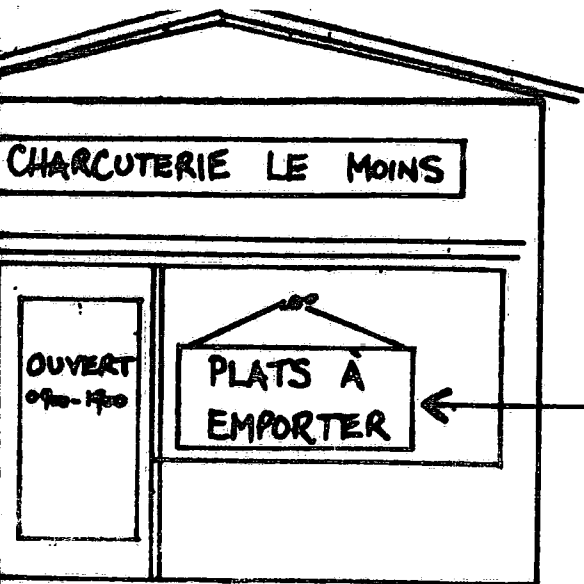
Q.5 What must you not do when you see this sign?

A. walk on the grass (1)

CHANTIER

Q.6 What does this roadside sign warn you of?

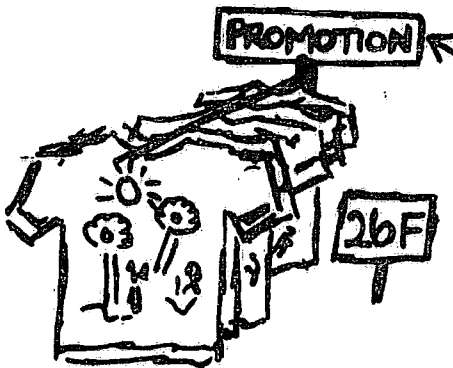
A. roadworks (1)



3.

Q.7 What does the sign in the shop window mean?

A. you can buy food to take away (1)



Q.8 You see this sign in a department store. What does it tell you?

A. special offer (1)

# BUREAU DES OBJETS TROUVÉS

Q.9 What is this place?

A. lost property office (1)

# "À LA BELLE ÉTOILE"

M.C. ERGOUT.

TEL. LYON 69.28.15

## MENU

Crudités	3f
Charcuterie	5f
Assiette Anglaise	7f50
Escargots	12f
Cuisses de grenouille	12f50
Escalope de Veau	25f
Canard à l'Orange	18f
Coq au Vin	14f50
Pommes allumettes	2f50
Pommes Pont Neuf	2f50
Epinards	3f
Artichauts	8f
Fraises à la crème	12f
Pâtisseries (Au choix)	20f

\* SERVICE ET BOISSON EN SUS \*

Q.10 How much are frogs' legs? (leave price in francs)

A. 12 F 50 (1)

Q.11 What would you get if you ordered "Coq au Vin"?

A. chicken (1/2) in wine (1/2) (= 1)

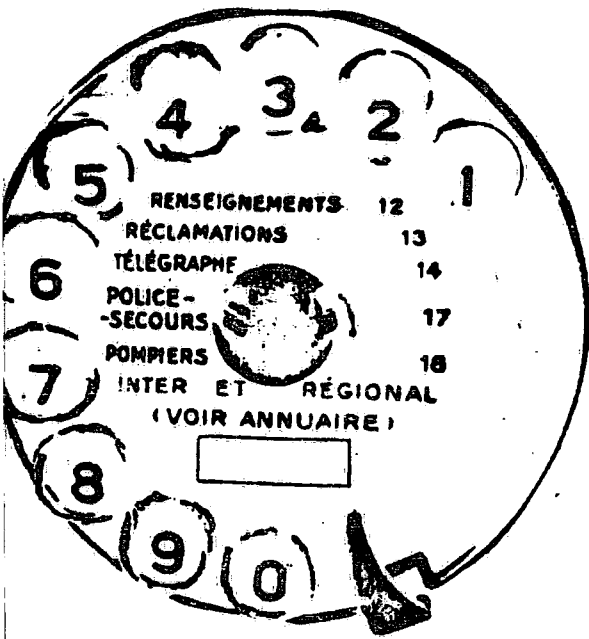
Q.12 What would you ask for if you wanted Spinach?

A. epinards (1)

Q.13. What does the notice at the bottom of the menu mean?

A. service (1/2) + drinks (1/2) not included (1) = 2

5.



Q.14 Which number would you dial for the Fire Brigade?

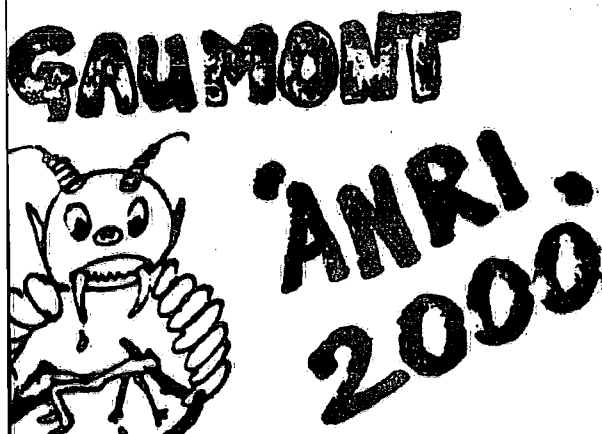
A. 18 (1)

Q.15 Which service would you get if you dialled 12?

A. information/directory enquiries (1)

Q.16 What would you do if you wanted to make an international (or Trunk) call?

A. look at directory (1)



• INTERDIT AU MOINS DE  
DIX-HUIT ANS •

• ENTRÉE INTERDITE  
PENDANT LA SÉANCE

Q.17 What does this notice mean?

A. No entry during the film (1)

LOCATION DES PLACES

Q.18 What service is offered in a theatre where you see this sign?

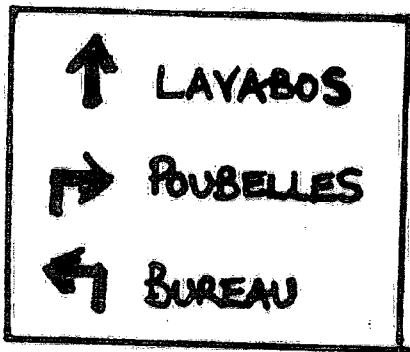
A. Reserving seats (1)



6.

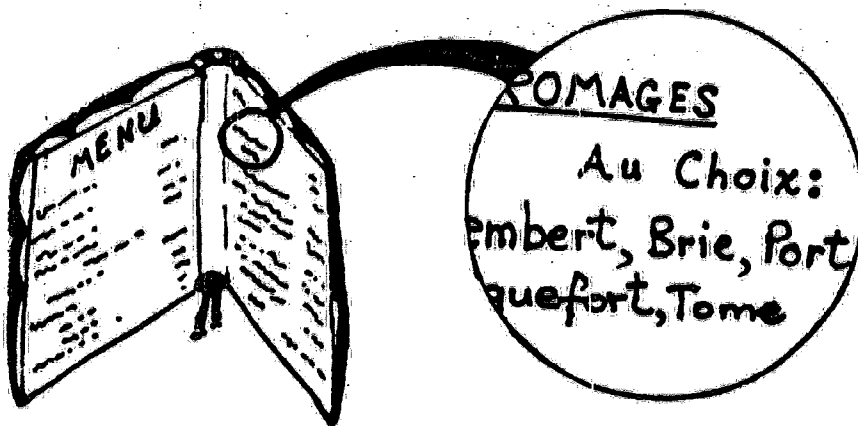
Q.19 You see this sign as you drive along.  
What does it tell you to do?

A. give way/priority (1/2) to the right (1/2)  
= 1



Q.20 Which sign would you follow in order  
to get rid of your rubbish?

A. Poubelles or go to the right (1)



Q.21 Explain the meaning of the words "Au Choix" in this menu section.

A. you have a choice of cheese (1)

**INDICATIONS :**

rhume grippe fièvre

**posologie :**

enfants: un comprimé 3 fois par jour

adultes: 2 comprimés 3 fois par jour

Q.22 (a) What is wrong with you if you need this medicine?  
(Mention 2 illnesses)

A. flu . cold . high temperature (= 2 pts)

Q.22 (b) What type of medicine is it?

A. tablet (1)

total 25 pts.

LETTER A

MEAUX

le 13 Mars 1982

C.P. Evans,  
2 Upland Avenue,  
Sheffield,  
Angleterre.

Cher Monsieur Evans,

En réponse à votre lettre récente, je suis heureux de vous envoyer les informations que vous avez demandées.

La Ville de Meaux n'est pas grande (trois mille cinq cent habitants) mais les touristes aiment la visiter, alors nous avons trois hôtels et une auberge de jeunesse. Je regrette, cependant, que nous n'avons pas de camping municipal. Le camping le plus proche se trouve à Gerzat, c'est à dire à quinze kilomètres d'ici.

Le meilleur hôtel, sans aucun doute, est "L'hôtel du Lac" mais il coûte beaucoup plus cher que les deux autres. Toutes les chambres ont deux lits, douche et w.c. et ça coûte 120 francs la nuit, petit déjeuner compris. Il y a un beau restaurant à "L'hôtel du Lac" et naturellement vous pourrez y prendre votre dîner. C'est toujours un repas table d'hôte et le prix est généralement de moins de vingt-cinq francs. Et du restaurant vous avez une vue sur le lac avec ses petits bateaux. Enfin, derrière l'hôtel il y a un parking.

Les deux autres hôtels, "Le Castor Myope" et "Le Boeuf Riant" n'ont pas de restaurant et n'offrent que la chambre sans petit déjeuner pour 95 francs la nuit. Au "Castor" il y a un demi-tarif pour les enfants âgés de moins de douze ans et au "Boeuf" il ne coûte rien pour les enfants âgés de moins de cinq ans. Les chambres au "Castor" sont plus grandes mais les chambres dans tous les deux hôtels sont confortables avec lavabo.

Il existe aussi la possibilité de rester à l'auberge de jeunesse. Dans l'auberge il y a une salle de jeux où les enfants peuvent jouer au babyfoot ou au ping pong. Mais pour rester à l'auberge, il faut acheter une carte d'auberge de jeunesse qui coûte dix francs.

Je suis certain que vous allez passer des jours très agréables ici; si vous avez d'autres questions, n'hésitez pas à m'écrire!

Veillez agréer etc.

Jean Lefèvre

Questions (on letter A)

1. How far is it to the campsite?
2. What do you get for 120 francs at "L'Hôtel du Lac"?
3. What sort of dinners do they provide there?
4. Where is the car park for "L'Hôtel du Lac"?
5. What reductions for children are offered at:-
  - a. "Le Castor"
  - b. "Le Boeuf"
6. Name 3 items which make the youth hostel suitable for children:
7. What must you have in order to stay in the hostel?



LETTER B

St. ETIENNE

le 20 septembre 1981

Chère Jane!

Merci beaucoup pour ta lettre récente. Alors, tu es déjà rentrée au collège! Est-ce que tout va bien? Moi, j'ai encore deux jours de vacances; lundi, l'école va commencer. Quelle est ta matière préférée au collège? Moi, j'aime toutes les matières mais je préfère les travaux manuels; nous, les filles, faisons des poupées et des jouets en peluche, tandis que les garçons font des bagues en argent et des maquettes en plastique. C'est très intéressant!

Nos vacances ont duré dix semaines et j'ai beaucoup fait. En juillet, j'ai visité ma tante Colette qui habite la petite ville de Barcelonnette aux Alpes. Il a fait très chaud et ma cousine Sylvie et moi avons fait des promenades à la montagne. Nous sommes allés à Pra-Loup où l'on fait du ski en hiver mais en juillet il n'y a pas beaucoup de neige! Puis, j'ai passé deux semaines à la maison, ce n'est pas intéressant ça! Enfin, je suis allée avec mes parents en Italie. On s'est bien amusé mais le pauvre papa est resté trop longtemps à la plage sans chapeau de soleil et il a eu un coup de soleil. Le pharmacien lui a donné de la pommade et il n'a plus nagé. Un jour, moi je suis allée nager, j'ai laissé mes vêtements sous ma grande serviette à la plage et on m'a volé mon porte-feuille avec mon argent et mes lunettes! Heureusement, la police a trouvé le voleur dans un grand magasin au centre-ville, il a essayé de voler un appareil. On m'a rendu mes lunettes mais pas mon argent.

Tu as écrit que tu as passé de bonnes vacances en Allemagne chez ta correspondante allemande. Tu vas peut-être visiter ta correspondante française l'année prochaine - je l'espère, tu seras la bienvenue chez nous. Et comme tu sais, nous avons une nouvelle maison avec quatre chambres.

Alors, dis que tu vas nous visiter, et écris-moi bientôt!

Amitiés

Ta Françoise

QUESTIONS (on letter B)

1. What happens in 2 days time?
2. Name 1 thing the girls make in craft lessons.
3. Name 1 thing the boys make in craft lessons.
4. Why did Françoise not go skiing in the Alps?
5. What did her father get from the Chemist?
6. Why did he get it?
7. What was he then not able to do?
8. Name 2 items stolen from Françoise?

Appendix 14

University of Durham  
Communicative Language Teaching -  
Revolution or Refit (1982)



# University of Durham

## School of Education

### THE BROADENING OF THE CURRICULUM

A group of two-day courses with a common theme

### COMMUNICATIVE LANGUAGE TEACHING - REVOLUTION OR RE-FIT?

Leaders: Mike Byram (University of Durham School of Education)  
Stella Marsh (New College Durham)

"Communicative language teaching", "notional/functional syllabus", "survival course", "communicative competence" - these are some of the terms and phrases which are fast becoming part of the Foreign Language teacher's discourse. New courses appear with claims to be radically different from what we have known since the audio-visual vogue. New methods are suggested and new objectives set. We propose to consider these recent developments by placing a number of courses at the focus of our interest. There will be opportunity for discussion of theory, for debate about who should learn which languages and when, but we shall begin with both new, and known courses, drawing upon the experience of participants and considering the classroom implications of the materials and methods involved.

### P r o g r a m m e

Friday, 11th June, 1982

09.30 onwards Arrival and coffee

10.30 KEY LECTURE FOR MEMBERS OF ALL COURSES:

The Curriculum and the needs of the School Student  
John Watts (former Principal of Countesthorpe College,  
Leicester)

12.00 Short group introductory session

12.30 Lunch

13.30 - 16.15 Session 1

Action, Tour de France and Eclair - how does the content and rationale of these courses comprise a new approach to language teaching? Are they useful for all pupils? Do they require new methods? We expect to draw on participants' experience of Eclair and perhaps Action and to examine the new Tour de France.

14.45 Tea

Saturday, 12th June, 1982

09.30                    Session 3:  
                         The Place of 'Background'  
                         Are background studies an integral part of language teaching  
                         or just an extra? Should all pupils do background studies?

10.30                    Coffee

11.00                    Session 4:  
                         Focus on Years 3, 4 and 5  
                         How do the new courses relate to work in later years, to  
                         other courses and to examinations?

12.30                    Lunch

13.30                    Session 5:  
                         What's the difference?  
                         Do 'communicative' courses have any grammar? Is there a  
                         dichotomy between a communicative syllabus/course and an audio-  
                         visual syllabus/course or a traditional syllabus/course?

15.00 approx.          Tea and close of course.

\* \* \* \* \*

Place:      University of Durham, School of Education, Leazes Road, Durham.  
              The exact location in the School of Education will be notified when  
              receipts are sent out.

Fee:        £12.00 (includes coffee, lunch and tea on both days)

Dates:      Friday, 11th June and Saturday, 12th June, 1982.

A receipt means acceptance on the course.

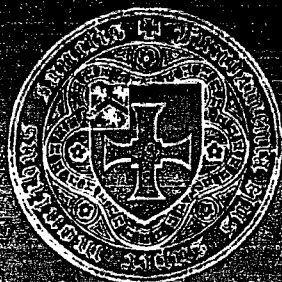
Closing date for applications: FRIDAY, 4th JUNE, 1982

Course which might be considered in addition:

Entente Cordiale, Tricolore, Tout Compris, Auf ins Rheinland, Destination Germany.

In your application for the course, we would like to have the following information,  
in order to modify the course in the light of participant's interests:

-----



# University of Durham

## School of Education

THE BROADENING OF THE CURRICULUM

A group of two day courses with a common theme

COMMUNICATIVE LANGUAGE TEACHING : REVOLUTION OR RE-FIT?

Leaders: Mike Byram, University of Durham School of Education  
Stella Marsh, New College Durham

11th and 12th June, 1982

11th June, 1982

09.30 Arrival and coffee

10.30 *Key Lecture for members of all courses*  
The Curriculum and the needs of the School  
Student  
*John Watts, former Principal of Countesthorpe  
College, Leicester*

12.00 Short group introductory session

12.30 Lunch

13.30 Session 1/2:  
*Action, Tour de France and Eclair* - how does  
the content and rationale of these courses  
comprise a new approach to language teaching?  
Are they useful for all pupils? Do they require  
new methods? We expect to draw on participants' experience of *Eclair* and perhaps *Action* and to  
examine the new *Tour de France*

14.45 Tea

12th June, 1982

09.30 Session 3:  
*The Place of 'Background'*  
Are background studies an integral part of language  
teaching or just an extra? Should all pupils do  
background studies?  
Coffee

10.30

11.00 Session 4:  
*Focus on Years 3, 4 and 5* *Tout (surpris)*  
*Communications*  
How do the new courses relate to work in later years,  
to other courses and to examinations?  
Lunch

12.30

13.30 Session 5:  
What's the difference?  
Do 'communicative' courses have any grammar? Is there  
a dichotomy between communicative syllabus/course and  
an audio-visual syllabus/course or a traditional  
syllabus/course?  
Tea and close of course

15.00  
Approx.

COMMUNICATIVE LANGUAGE TEACHING: REVOLUTION OR REFIT?

Mr. J.F. Billings	Felling Highfield School
Mr. D.R. Dodd	The Downs School
Mr. J. Fisher	Haworth Grange School
Mrs. J. Hadley	Steindrop Comprehensive School
Miss A. Hellaoui	Northfield School
Mrs. A. Howes	Biddick School
Mrs. S.E. Hyland	Egglecliffe Comprehensive School
Mrs. P. Kirby	Stapylton School
Mrs. J.E. McBride	Coulby Newham Secondary School
Mrs. J.M. Mitchell	Seaham Comprehensive School
Mr. A.P. Mix	Seaham Comprehensive School
Mrs. W. Young	Coulby Newham Secondary School

THE SECONDARY SCHOOL ENGLISH DEPARTMENT AND THE ORGANISATION OF THE SCHOOL

Mr. A. Byrne	Newton Aycliffe Woodham School
Mrs. J. Coleman	Stainby School
Mr. P.E. Copeland	Ryhope School
Mr. F.M. Dawson	Tenfield Comprehensive School
Miss J. Gash	Thornhill Comprehensive School
Mrs. M. Graham	Seaham Comprehensive School
Mr. J.W. Hudson	Slakeston Comprehensive School
Mr. P.E. Jones	Branksome Comprehensive School
Mrs. J. Kالجور	Seaham Comprehensive School
Mr. W. McDermick	St. Edmund's Compton School
M. McDonald	Blackfyn Comprehensive School
Mrs. P. Murray	Hutton Comprehensive School
Mr. P. Seabourne	Pennywell School
Mr. M.A. Storr	King James School
Mr. S.J. Tennant	Thornhill Comprehensive School
Mrs. P. Wright	Oakland School
Mrs. J. Woods	Coulby Newham Secondary School
Mr. P. Roberts	Branksome School
Mrs. P. Raes	Worseth School

MULTICULTURAL EDUCATION

Mrs. A. Austen	Multicultural Centre, Middlesbrough
Mr. T.R. Bryant	New College Durham
Mrs. K. Evans	School of Education (student)
Miss I. Gollightly	Dyke House Comprehensive School
Mr. T. Jackson	Centre for Multicultural Education
Mrs. M.M. Mellina	Sunderland L.E.A.
Mr. M. Nicholson	Glen Hill E.S.N. School
Mrs. H. Nurbaei	Centre for Multicultural Education
Mrs. M. Pallister	Steeken Hill Primary School
Mrs. J. Worley	Thornhill School

POLITICAL EDUCATION IN SCHOOLS

Mr. A. Aly	School of Education (student)
Mr. G. Ball	N.E. Co-ordinator for Political Education Proj.
Mr. R.O. Ewing	Tenfield Comprehensive School
Mr. C. Hall	Stokesley Comprehensive School
Mr. J.M. Hall	St. Janet's R.C. Comprehensive School
Mr. E. Morgan	Newcastle Polytechnic
Mr. C. Pickering	Springfield Comprehensive School
Mr. R. Ramsey	Grange School
Mrs. J.G. Smith	Blackfyn Comprehensive School
Mrs. M. Southworth	Blackfyn Comprehensive School
Mr. W.H. Whittingham	Acklam VI Form College
Mrs. A. Wilson	Blackfyn Comprehensive School
Mr. E. Goodwin	Lansdowne Comprehensive School

THE MATHEMATICS CO-ORDINATOR IN THE PRIMARY SCHOOL

Mr. B. Ablett	Chilton Co. J.M. School
Miss L. Baker	Whitlacs Co. Junior School
Mr. J.D.T. Bayers	Easterside Primary School
Mrs. C. Eiden	St. Margaret's Infant School
Mrs. N. Carr	Swanville Primary School
Mrs. D. Charlton	Bullion Lane Co. Infant School
Mr. R. De'ath	Alderman Leach Junior School
Mrs. I. Dodds	Barnside Junior School
Mrs. M. Etherington	Merton Jubilee Junior School
Miss L. Fawcett	Condarland
Mrs. J. Gillies	Consalt R.C. Infant School
Miss F.W. Gollightly	North Road Infant School
Miss D. Grace	North Road Infant School
Mr. N. Harlock	Sugar Hill J.M. School
Mr. K.T. Hodge	New Penshaw Junior School
Mrs. C.O. Moore	Heathfield Co. Junior School
Mrs. A. Patterson	Lavendale Primary School
Mrs. K. Prickett	St. Helen's Primary School
Mrs. A. Rose	Burnside Junior School
Mr. K. Taylor	St. Mary's Infant School
Ms. P. Walker	Trimdon Junior School
Mr. T.H. Weightman	Lanchester Junior School
Mr. D.J. Williams	Vane Road Co. Junior School
Mrs. V. Woods	Colburn C.P. School
Miss M.V. Lockett	Cassop J.M.I. School
	Layburn R.C. Primary School



## Appendix 15

Description of Objectives of the Cleveland Scheme in appointing a candidate for one-term secondment. Autumn Term (1982).

Objectives of the Cleveland Scheme for Graded Tests and  
Local Certification in Modern Languages

1. To improve motivation on the part of the pupils by offering regular tests and achievement certificates, thereby giving the teacher an on-going record of progress and the pupil rewards for reaching increasingly difficult milestones in the learning of the language.
2. To encourage success and confidence among pupils from across practically the whole ability range by defining appropriately suitable objectives.
3. To encourage more pupils to continue the study of a Foreign Language in 4th and 5th year by devising a Mode III Group Scheme for C.S.E. with objectives similar to those pursued further down the school, and with a C.S.E. examination which reflects the teaching methods used.
4. To offer pupils who give up the study of a Foreign Language at the end of Year 2 or 3 an opportunity to enjoy a more complete learning experience than had previously been the case, with an obvious and worthwhile proof of achievement at the end of it.
5. To improve the pupils communication skills by defining a syllabus with a heavy oral/aural bias appropriate to the needs of the learner should he/she visit the target Country or come into contact with its people.

While allowing considerable scope for individual interest and initiative, the potential field of operation for the successful candidate could extend over some of the following:-

1. To do research into the provision of a sounder theoretical basis to our schemes. At present the syllabuses are defined in terms of structural and lexical items. It is desirable also to define the syllabuses in functional and notional terms. It would also be most advantageous to look carefully into the extent to which language can be "defined" at different levels bearing in mind the "unpredictability" element.
2. To consider our methods of testing and to research into alternative ways, such as pupil profiling.
3. To examine the question of comparability. between levels and languages.
4. To become acquainted with and advise on teaching methods in the classroom and to research into teaching materials available.
5. To consider what In-Service Training would be appropriate.
- ✓ 6. To coordinate the work of a review working party (which has already started meeting) to take a critical look at the French Syllabuses in the light of teaching experience, and further thought. This could consist of modifying the vocabulary and structures, and also making the 3 Levels of achievement into 4.
- ✓ 7. To consider the possible extension of the scheme to the field of adult education.
8. To consider ways and means of acquainting local employers with the purpose and criteria of the scheme.
9. Specialist issues - proposed scheme unadjusted centre.
10. Further other areas - ideas, suggestions etc.

Appendix 16

Questionnaire to Cleveland Schools, Autumn (1982)

QUESTIONNAIRE

September, 1982

Name of School: **BROOKSIDE.**Name of Teacher: **P. DAVIES.**

Please tick the appropriate box or fill in as requested:-

With which levels of the syllabus and testing have you been involved.

	Syll.	Tests
Level 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>

IMPROVEMENTS TO THE SYLLABUSES

(a) Do you think that each level should contain

(i) All/most topic areas? ☐(ii) Should each level contain fewer topics, which could be different from topics in other levels? (more complex language would be developed in later levels?) ☐(iii) Would you prefer to have overlap of some topics between levels with some new topics added as the learner advances? (The present situation) ☒

(b) Would it be useful to rewrite the syllabus specifying

(i) notions and functions  
    ↓                      ↓  
concepts                  use of lang.  
e.g. time☐ Yes(ii) vocabulary (an alphabetical list) ☐ No(iii) grammar (as directly relevant) ☐ No(c) (i) Would you like the syllabuses to be directly related to a specific course e.g. Action, or ☐ No(ii) Do you prefer to use various materials to cover the syllabuses? ☐ Yes

\* Level 2. At present this part of the syllabus, in use with our 3rd Year pupils, includes too much <sup>new</sup> work to be tackled comfortably within the year if they manage to use this they could almost tackle Level 3!

- (d) (i) Would you prefer a less defined syllabus  
i.e. series of guidelines, or ☐ No
- (ii) Do you prefer to have listed all vocabulary  
and structures which could be used in the  
tests? ☒ Yes

# ASSESSMENT

- (a) Should the pupils have their own pupil syllabuses - Yes ☒  
as pupil profiles No ☐
- (b) Have you any ideas on how to improve record keeping systems .....
- Yes... we... are... interested... in... this... for... level... 1... This... is...  
... level... 2... and... tests... (Set... in... English)... and... are... (for... level... 1...  
... level... 2...)*
- (c) Should there be an element of continuous assessment All ☐  
in all or any area of the tests? Oral ☐  
*No - especially at level 1 with the definitional* Other ☐  
*content syllabus I feel that it is too easy*  
*to teach children and to be testing them -*  
*from memory!*

# METHODOLOGY

- (a) Do you follow a specific course for most of  
the time where the methodology is incorporated? Yes ☐  
*English for all* No ☐  
*beginners were able to do a lot of adaptation (but I don't know!)*
- (b) Do you do
- |           |  |
|-----------|--|
| Pair Work | <input checked="" type="checkbox"/>    |
| Role-Play | <input checked="" type="checkbox"/>    |
| Games     | <input checked="" type="checkbox"/>    |
| Songs     | <input checked="" type="checkbox"/> No |
- (c) Are there any of the above which you would particularly recommend?
- Yes... Role... play... and... pair... work... The... assistant... was... there...  
... some... useful... with... level... 1... self... assessment... Start... at... level... 1...*
- (d) Could you recommend any good listening comprehension material?
- No*

or reading comprehension material? ... *No* .....

## ORAL WORK/ORAL TESTS

(a) Do you find oral work difficult in class?

Yes

No

✓

Why? .....

.....

.....

(b) What are the problems of the oral tests (if any!)?

Time

Method

Confidentiality

Standardisation

✓
*

\* When testing several classes over a period of time there is some feedback to better candidates.

## CERTIFICATION

(a) Do you approve of the certificates in use at present

Yes

No

✓

Why/why not? .....

.....

.....

(b) Do you think that the certificates should mention some "credit" for higher achievement as well as a PASS?

Should have PASS/CREDIT

Should not be changed

✓

## Level 1 Reading

I have been involved in devising the reading test for the new two years and would like to see some amendments to the syllabus viz. (i) Some elements are difficult to test in a realistic situation eg Sans Unique is almost always represented by a symbol.  
(ii) some elements of speaking sections could be usefully included in reading sections eg shop phrases.

## Appendix 17

Cleveland Teachers' Seminars and part of  
the Revised Draft Syllabus prepared for  
discussion. (1982)

# County of Cleveland



Please reply to

County Education Officer

Education Offices

Woodlands Road

Middlesbrough Cleveland TS1 3BN

When telephoning please ask for

Mr. R. Hullcoop

Tel (0642) 248155 Ext 2972

Your Ref



Our Ref 201/RWH/2847/A/

82

1st October, 1982

Dear Colleague,

## Cleveland Defined Content Syllabuses, Graded Tests and Local Certification

You will be aware that this term Mrs. A. Hellaoui from Northfield School has been seconded to work on the Cleveland Scheme for Graded Syllabuses, Tests and Certification in Modern Languages. Her task is to look critically at our schemes to develop syllabuses, methods of assessment, to consider teaching materials, to liaise with employers and so on. She has now been working for a month and is anxious for an opportunity to share her work so far with language teachers thus giving them an opportunity to comment and give her feedback.

We have arranged **four** afternoon seminars therefore to take place as follows:-

Monday, 18th October, 1982 at Stockton Teachers' Centre

Tuesday, 19th October, 1982 at Guisborough Teachers' Centre

Wednesday, 20th October, 1982 at Middlesbrough Teachers' Centre

Thursday, 21st October, 1982 at Hartlepool Teachers' Centre

Each seminar will start at 1.30 p.m. and will end at 4.30 p.m.

We hope that you or a representative from your department will be able to attend one of these seminars. Please choose whichever is the most convenient for you and let us know your choice by returning the attached reply slip to me, (including nil returns).

Mrs. Hellaoui has so far proposed some very interesting ideas on

- (i) syllabus design and content and
- (ii) pupil profiles

These are two major areas of her work, and she is loathe to proceed further until she has had the chance to discuss them with Cleveland teachers. Mrs. Hellaoui will be sending out draft copies of the material for your consideration prior to the seminars and I do hope that you will be able to attend one of the **four** meetings.

With best wishes.

To the Head of Modern Languages  
Cleveland 11-16, and 11-18  
schools.



CLEVELAND DEFINED CONTENT SYLLABUS.

LEVEL 1.

## FORMAT / PRESENTATION OF SYLLABUS.

1. INDEX.
2. Principles.
3. What is a functional / notional syllabus?
4. Aims and Objectives et al.
5. General Functions and Notions to be found across level 1.
6. TOPIC AREAS.
  1. In the Town.
  2. Shopping.
  3. In a cafe.
  4. Basic Services.
  5. Personal Information.

In each of the above topic areas the following areas will be covered:

- a) Aims and Objectives.
  - b) Syllabus.
  - c) Materials - some examples.
  - d) Textbook Resources.
  - e) Pupil Profile Cards.
7. Functions and Notions Appendix.
  8. Grammar Appendix.
  9. Vocabulary Appendix.
  10. Methodology - some suggestions.
  11. Course Books. 'Tricolore', 'Action', 'Eclair'.
  12. Pupil Progress Cards. Attitude Cards. (Explanations)
  13. Past Tests. Information and Examples.
  14. Certificate.
  15. Miscellaneous . (Phonology e.t.c.)

## PRINCIPLES.

1. Communication is the fundamental principle of the syllabus.

Success in communication is evaluated in terms of the effective conveying and receiving of information with a French-speaking person.

2. The tests seek to bring about improved confidence in the skills of:

- a) listening comprehension
- b) oral production
- c) reading comprehension
- d) written production (not tested until level IV).

3. Achievement tests are intended for any age, any level of ability and may be taken whenever appropriate to the individual or the group.

4. Accumulative transfer of knowledge between topics and levels is expected and will be tested.

e.g. an item from level I may be tested at level IV.

5. This syllabus is a testing syllabus and not a teaching syllabus. It therefore describes the minimum requirement for the graded tests and does not preclude additional teaching and learning which the teacher may feel appropriate.

6. The study of a foreign language should not be separate from a study of its social and cultural context.

The tests, therefore, assume background knowledge appropriate to the topics studied. (This will not be tested separately).

## Appendix 18

Articles from the meeting of Teesside and  
District Chamber of Commerce and Industry  
16th November (1982).

TEESSIDE & DISTRICT CHAMBER OF COMMERCE AND INDUSTRY

EDUCATION & TRAINING COMMITTEE

Meeting to be held at the North Eastern Electricity Board, Trenchard Avenue, Middlesbrough, on Tuesday 16th November, 1982 at 1.30 pm. Buffet lunch at 12.30 pm.

A G E N D A

- ✓ 1. Apologies
- ✓ 2. Minutes of the previous meeting
- ✓ 3. Matters arising from the minutes
- ✓ 4. Election of new Chairman
- ✓ 5. N.T.I. Project
- ✓ 6. The Importance of Computer Education
- ✓ 7. Chairman's remarks
- ✓ 8. Brief reports by members on associated education organisations
- ✓ 9. Any other business
- ✓ 10. Date of next meeting
- 11. Talk by Mrs A Helliaoui - Middlesbrough Teachers Centre

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EDUCATION & TRAINING COMMITTEE - TUESDAY 16 NOVEMBER 1982

I shall/shall not be attending the Buffet Lunch at 12.30 pm

I shall/shall not be attending the Meeting at 1.30 pm

Name: .....

Company: .....

For catering purposes please return this form as soon as possible to:

Miss Jillian Cowen, Teesside & District Chamber of Commerce and Industry,  
Commerce House, Marton Road, Middlesbrough, Cleveland.  
Tel: 240417

## Talk for Chamber of Commerce

Observer Article of Sun 7 Nov.

New divisions giving prospective employers and colleges a detailed picture of children's achievement at school are to be introduced in the next three years.

The records linking formal exam results on a new set of graded tests + other skills.

Will bear the stamp of leading universities and be available to children of all abilities.

- 1) Three part record. All passes at 'O' + 'A' level  
+ other exams established or to be established
- 2) Record of achievement in graded tests in  
Maths, Eng, Mod. Lang, Science, Computer awareness  
+ Technology.  
Four or five grades one linking with 'O' level.
- 3) Personal Report - achievement + capabilities  
in + out of school.

Oxford Board to go ahead.

2) + 3) to combat high rates of truancy + low exam results.

London hope to make them available by 1985.

What do employers need — academically,  
personally?

How can school collaborate with industry?

How can classroom methodology influence academic  
& personal achievement.

Exam. Techniques substantially influenced by educationalists' collaboration with industry.

Employers' attitudes to the relevance of exams. have been significantly altered by close liaison with teachers who have led to an increase in school based examining.

... authority produced Mode 3 exams more relevant to needs stated by employers.

Thus 'our' county employers have altered selection tests on advice of teachers recognising the need for more flexible examining methods.

Schools Council has schools industry project - S. Council acted as catalyst, resource + inspiration to classroom teacher.

Aim to promote understanding within schools of modern industrial society.

Full + active involvement of CBI + TIC

Teachers need to collaborate with trade unionists & employers who have wealth of experience to enrich classroom teaching.

A main adv. of using employers + Trade Unions in Curric.

- 1) Pupils + teachers can be kept up to date with practices & Planning attitudes of industry.
- 2) Transition from school to work can be easier.
- 3) Knowledge of industry spreads across entire curric.
- 4) Industrialists can learn lessons about way people are educated.

## Life & Social Skills

What meant?

Putting "people" back in education.

Two areas -

employees (potential) - what skills <sup>a)</sup> general

non-employees.

b) specific - subj. areas.

Embracing all Subject Areas - methodology in M.L.

Why one-day? for certain areas but insufficient.

Industry offered micro-computer to Educ. Auth.

Year of Micro-Technology.

Educ. Auth. replied - need one-term notice.

Chamber of C. to inform L.E.A.

Need for involvement of schools / etc. L.E.A.

Cleveland Multi-Disciplinary Gp.

M.D.G.

Educ Gp. Fri. 3rd Dec. "Education for what?"

Prof. of Science & Society (Bradford Univ.)

Stockton Y.M.C.A.

Cleveland L.E.A. to train teachers in life-skills.

Teachers as resource - some - go back to train.

Then train the personnel.

Industrialists + Teachers -

Educ. / Industry / Commerce / Youth Skills



Examination-techniques substantially influenced by educationists' collaboration with industry

# Project shows need for exam, curriculum links

COLLABORATION between teachers, trade unionists and employers is having a substantial influence on the development of new examination techniques, a Schools Council study published this week shows.

The report, *Schools and Industry*, which involved 26 local authorities, was this week welcomed by the National Union of Teachers as a clear example of the need to maintain links set up through the Schools Council between examinations and the curriculum.

Employers' attitudes to the relevance of examinations have been significantly altered by the close liaison with teachers, which has also led to an increase in school-based examining methods.

In one authority teachers worked to produce Mode 3 examinations more relevant to

the needs stated by the employers. Throughout the country employers have altered their selection tests on the advice of teachers recognising also the need for more flexible examining methods.

*By Ian Nash*

A Union spokesman said this week: "The schools industry project established by the Schools Council demonstrates the extent to which the council has acted as a catalyst, a resource and an inspiration for the classroom teacher.

"It is very sad that the Secretary of State still sees fit to deprive the education system of an institution which has proved so beneficial."

Although Sir Keith Joseph had given his blessing to the science and industry projects, the future of individual work was still uncertain and the Union is con-

cerned that the influences of the schools industry work will be isolated from the rest of the curriculum.

The Union also pointed out that the experience gain by thousands of youngsters through the project would prove an invaluable contribution to the Youth Training Scheme.

The project is seen as one of the most ambitious attempts to promote an understanding within schools of modern industrial society.

It was initiated in five local authorities and is the only scheme to have the full and active involvement of both the CBI and TUC.

The book, *Schools and Industry*, says that schools are recognising that teaching expertise alone is unlikely to produce successful and informed lessons about industry.

Of greater value is for teachers to collaborate with trade union-

ists and employers who have the necessary experience to enrich classroom teaching.

The book, by Dr Ian Jamieson, project research director, and Mr Martin Lightfoot, the previous director, lists four main advantages of using employers and trade unionists in curriculum planning.

Pupils and teachers can be kept up to date with the practices and attitudes of industry, the transition from school to work can be eased, knowledge of industry spreads across the entire curriculum and industrialists can learn lessons about the way people are educated.

The project was established in 1977 with the support of the Department of Industry.

● *Schools and Industry*, Ian Jamieson and Martin Lightfoot, published by Methuen Education for the Schools Council: 0 423 51070 3; £6.95.

# Schools plan new test for pupils' dossiers

by AURIOL STEVENS, Education Correspondent

NEW dossiers giving prospective employers and colleges a detailed picture of children's achievements at school are to be introduced in the next three years.

The records, listing formal exam results and results on a new set of graded tests along with a whole range of other skills, will bear the stamp of leading universities and will be available to children of all abilities.

University exam boards and local authorities are going ahead with the new scheme without waiting for central government approval. Attempts to reform school exams for 16-year-olds have been bogged down in Whitehall for years. Now the new schemes being developed locally could make national plans obsolete before they have even been approved.

Leading the field is Oxford University's GCE board — one of eight exam boards offering O and A levels. The board announced yesterday that it is developing a 'new educational record' for schools working in co-operation with Oxford University Department of Educational Studies, 'a group of local authorities and several independent schools' (all as yet unnamed). They expect to have the new records avail-

able on a limited basis by 1985 and to any school in the country by 1987.

The three-part record will list all passes at O and A level as well as passes in 'an agreed list of other examinations already established or to be established'.

It will also record pupils' achievement in a range of specially designed graded tests in maths, English, a modern language, science, computer awareness and technology skills. These tests will be designed to be taken whenever pupils are ready, irrespective of age.

Miss C. G. Hunter, secretary of the Oxford board, said last week that she expected the tests to have four or five grades and that the top one would link with O level either as an equivalent or as one grade below O level. A considerable amount of work has been done on graded tests particularly in languages in recent years and this will be taken into account by the board. 'We do not believe in doing work twice,' Miss Hunter said.

The third section of the record, on which local employers will be consulted, will be a personal report designed to record 'achievements and capabilities in and out of school.'

The Oxford board described their decision to go

ahead with the new record as consistent with their original brief, laid down 125 years ago: to test the results achieved by schools and their pupils according to the wishes and requirements of existing schools rather than according to some prescription imposed on schools from outside.

The Oxford board's announcement comes as the finishing touches are being put to a similar plan for the Inner London Education Authority.

The authority's new education officer, Mr William Stubbs, has drawn up plans for a wide-ranging review of London's secondary school curriculum to combat high rates of truancy and low exam results. He will be asking the education committee to approve the development of a personal record for pupils and graded tests for use in schools.

In London the new tests would be the responsibility of the London University GCE board. Permission to develop these tests—at an expected cost of £60,000—will be needed from the University Senate next month. The board hope to make them available by 1985.

Exam boards and local authorities will be hoping for financial help from the Education Department in developing these tests.

Appendix 19

Cleveland's Pupil Profiles. Examples.  
(1982)

PUPIL PROGRESS CARD

LEVEL I

At a Cafe.

Au Café.

WHAT I HAVE TO BE ABLE TO UNDERSTAND. (LISTENING)

I need to understand;

1. When the waiter/waitress asks me what I want.
2. When he/she asks what I want to eat.
3. When he/she says that the food/drinks won't be long.
4. When he/she asks which flavour is required.
5. When he/she says how much the bill comes to.
6. When he /she says that the service is not included.
7. When he/she tells me that the toilets are at the back of the cafe outside over-there.

WHAT I HAVE TO BE ABLE TO UNDERSTAND (READING)

This could be either -

- a) an authentic list of 'TARIF DES  
CONSOMMATIONS'

This could be reproduced to fit the card  
and if too complicated (too many items  
listed)

then it could be used for reading and  
understanding the items appropriate.

- b) a nearly authentic list which would  
include prices and items listed in the  
testing syllabus.(as on pg.91 Tric.2)  
92

PERSONAL INFORMATION

- Give your name
- Give your age
- Say where you live
- That it is in the town/country
- That it is a big/small house


- Say that you are
- English
- tired
- ill
- hungry
- thirsty


- Say that you have
- a cat/dog
- brothers/sisters
- Give their names
- Give their ages


- Give the date of your birthday
- Say which sports or hobbies that you like



USEFUL PHRASES

- 1. Say hello
- goodbye
- good-evening
- good-night
- how are you?


- 2. Say yes
- no
- please
- thank-you
- excuse me
- very well, thank-you


- 3. Say that you don't understand
- Ask to have something repeated


- 4. Ask these questions;
- What is your name ?
- How old are you?
- Where do you live?
- What is it?
- Who is it?


I. Ask politely for  
some postcards

a stamp to send something to  
England

an English newspaper  
a map of the town

2. Ask how much it is

3. Say that you want to change  
some money  
a cheque

4. Ask where these places are  
the bank  
the post office  
the tobacconists  
the chemists  
the cinema

5. Now ask if there is one of these  
places nearby.






I. Ask politely for  
a bottle of wine  
a bottle of milk  
a bottle of lemonade

2. a kilo of apples  
" " " pears  
" " " bananas  
" " " peaches  
" " " oranges  
a melon

3. a packet of cigarettes  
" " " biscuits  
a hundred grammes of ...

4. some sweets  
some chocolate  
some bread  
a cake

5. Point out which one you want.








ed on the 'old' syllabus.

Pupil Progress Card

Name: \_\_\_\_\_

Level I Certificate (C.D.C.S.)

Tick off in pupil column how much of the following language activities you now when you are sure.

Ask your teacher to tick when you have proved you can do it.

	<u>PUPIL</u>	<u>TEACHER</u>
	<u>GENERAL</u>	
Say "Hello", "Good-bye", "Thank you", "yes", "no", "I don't know", "excuse me".		
	<u>IN THE TOWN</u>	
Say excuse me to someone and ask how to get to various places in town.		
Ask if the place is far away or near.		
Say "please", "thank you".		
You must be able to understand (when you hear) instructions about where places are.		
You must be able to understand (when you hear) instructions how to get to places.		
You must be able to understand various signs around town (when you read them).		
	<u>SHOPPING</u>	
Ask where are certain shops .... grocers, tobacconist, bakers, post office, supermarket.		
Ask for something in a shop e.g. an ice-cream.		
Ask for a bottle of, a kilo of and ask how much an item costs.		
Ask for a stamp/s, a stamp, a town plan, newspaper.		
You must be able to understand what the shopkeeper means when he/she asks if an item is all right, what else, is that all.		
When the shopkeeper tells you the price or says he/she has none or tells you to pay at the cash out, or ....		

	PUPIL	TEACHER
You must be able to understand (when you read) times, days of the week, open, closed, cash-out, prices and weights.		
	<u>AT A CAFE, BAR OR RESTAURANT</u>	
You must know how to attract the waiter's attention.		
Say you would like a table for ? people.		
Order things to drink.		
Order things to eat (either snacks or a meal)		
Ask for the bill.		
You must be able to understand the waiter when he asks what you want and if you have chosen to eat/drink.		
You must understand (when reading) if the tip is included or not.		
You must be able to say what you are called and ask someone his name.		
You ask someone his/her age and give yours.		
Ask where someone lives and give your address.		
Say how many brothers/sisters you have .... be able to state their ages.		
Give your birthday.		
Ask someone how he/she is and say you're well.		
Say that you're English and that you live in town/country.		
Say you are tired/ill/hungry/thirsty.		
Ask someone what sports activities or hobby he/she likes, state yours.		
Ask who/what something/someone is.		
Talk about any pets you have name/age.		
	<u>TRAVEL BY TRAIN OR BUS</u>	
You must be able to ask for the train/bus station. Ask for the bus-stop.		

	PUPIL	TEACHER
Ask for the platform number/the exit/ticket office.		
Ask what time arrives/leaves the train/coach/bus leparts/from arrives or leaves for a certain town.		
Ask where the trains/buses/coaches for...		
Ask for a single/return ticket for some town. (First or second class). Ask how much it is.		
You must understand any signs you might see in a station or on a train.		
	<u>TRAVEL BY CAR</u>	
Ask if there is a garage/petrol station/car park near by.		
Ask for your car to be filled up or for so much petrol to be put in your tank. (Know petrol grades)		
You must understand if someone asks you for your driving licence, or tells you that you're driving too quickly, or that you can't park here.		
You must be able to read certain traffic signs and understand what instructions they give.	<u>HOTEL/YOUTH HOSTEL</u>	
For where the hotel/Youth Hostel is.		
Ask for a room/s/place/s for so many nights for so many people.		
Ask where the bar/restaurants/toilets are.		
You must understand if the person asks if you want a room with a bath/shower and tells you which floor the room is on.		
You need to understand if you've/told the hotel/Y.H. is full/asked for your card/or your passport.		
You must know if you've been asked if you have a sleeping bag/told your room number/given the key.		
You must understand signs which you might see in a hotel or youth hostel.		
	<u>CAMP SITE</u>	
You must be able to ask if there is a camp site nearby or ask where the camp site is.		
Ask if there is space for so many people/cars/tents or a caravan for so many nights.		

	PUPIL	TEACHER
2. Ask where the camp site director is/where the toilets/showers/washrooms are.		
3. You need to understand if you're told there is a place over there/how much it is for people etc.		
4. You must be able to read signs you might expect to see on a site.		
5. You must be able to fill out a form asking for your name/age/address etc.		
Letter from Penpan		

## Appendix 20

Lothian Seminar. The Communicative  
Approach - Sharing Experiences.  
1st/2nd November (1982).



Director W D C Sempie  
 Chief Adviser W A Gatherer,  
 Advisory Service Division,  
 Dean Education Centre,  
 Belford Road, Edinburgh EH4 3DS  
 Telephone 031-343 1931

Our reference AS/JLC/EMcK

Circular No. 459/82

Date 30 September 1982

To: All Course Applicants

Dear Colleague

I attach a copy of the programme for the two day seminar "The Communicative Approach - Sharing Experiences" which takes place on 1st and 2nd November 1982.

In order to benefit to the full from the inevitably intensive nature of this course it is hoped that all participants will already have familiarised themselves with the following documents which are available in every Modern Language Department:

- GLAPLL documents 1-28
- Stage 1 GLAPLL packs French or German
- Assessment in Modern Languages (document produced by a group of Scottish Advisers)
- The draft Part 1 of the revised Lothian syllabuses (Stages 1-5) entitled Part 1 Communication

The aim of the seminar is to take stock of what has been done, to exchange experiences as widely as possible and to plan our future work.

Those attending the seminar will be expected to pass on information and experiences to other members of the Modern Languages staff in their school.

I attach a bibliography on Communicative language teaching and assessment for those with a thirst for reading. Many of the books and articles are available in the Modern Languages Resource Centre in Dean Centre or can be borrowed from the Advisory staff.

Thank you for applying to come on this course. I look forward to seeing you on November 1st/2nd. Please note that we intend to start at 9 a.m.

Yours sincerely

Adviser in Modern Languages

Mr. J. L. C. Sempie

1 & 2 NOVEMBER 1982

DEAN EDUCATION CENTRE

Aims of Seminar: To take stock of what has been achieved, to exchange experiences as widely as possible, and to plan future work.

MONDAY 1 NOVEMBER

9.00 - 10.30	G.L.A.F.L.L. Where are we now and where do we go?	John Clark/Judith Hamilton Dean Centre
10.30	COFFEE	
11.00 - 12.30	Using the foreign language for Relations in the classroom	Isobel McGregor - P T Modern Languages, Cathkin High School Glasgow
12.30	LUNCH	
13.45 - 15.15	Research into Foreign Language use in the classroom	Roz Mitchell, Research Fellow, University of Stirling
15.15	TEA	
15.45 - 17.00	Group Work	

TUESDAY 2 NOVEMBER

9.00 - 10.30      Communication is about something

Barry Jones, Homerton  
College, University of  
Cambridge

10.30              COFFEE

10.45 - 12.30      Creating contexts for using language in the classroom.  
Lothian experiences

Mathew Rankin  
Judith Hamilton  
David McAlpine  
Dieca Cumming  
Rod Slater

12.30              LUNCH

13.45 - 15.45      Assessing Communication

Peter Wheelodon - New Stage  
Tests  
Susan Watkins - Criterion-  
referenced  
reporting/  
Profiling  
John Clark - Criteria for  
Assessment

15.45              TEA

16.15 - 17.15      Group Work



## Appendix 21

Cleveland Residential Course. Minsteracres.  
Programme, 6th-10th December (1982)

## COURSE FOR MODERN LANGUAGES TEACHERS

PASSIONIST RETREAT CENTRE, MINSTERACRES, NR. CONSETT, CO. DURHAM

MONDAY, DECEMBER 6TH, TO FRIDAY, DECEMBER 10TH, 1982

This course, to be held at Minsteracres near the Derwent Reservoir in County Durham, is open to teachers of Modern Languages in all 11-16, 11-18 Schools and in Sixth Form Colleges. It is proposed to stage a course which will be of benefit to teachers at both pre and post 16 levels, and it is hoped that the very mixture of teachers of students of different age groups will in itself act as a stimulus through discussion and the sharing of experiences.

The overall theme of the course will be communicative competence, and the classroom activities which support or hinder its achievement. This is, however, a broad umbrella under which we hope to examine a number of issues vital to motivating youngsters, sustaining their interest and giving them the confidence to communicate in the foreign language. We shall be examining the question of teaching materials at all levels. Can more authentic materials improve motivation and increase confidence? Do new courses with a heavy bias towards oral/aural work fail to provide the student with a sound platform of grammar necessary for further study? What are the needs of the learner pre and post 16, seen not only in language terms but also in terms of personal fulfilment and satisfaction, of motivation and independence, of the acquisition of good learning habits and attitudes which will provide a solid base for the subsequent stage. We hope to cast a critical eye over some of the tasks and activities currently used in classrooms and will question their suitability in the light of the needs of the student. Inevitably exams will figure in our discussion. What new exams and syllabuses for sixth formers are available? Is there a mismatch between alternative 'O' level syllabuses and 'A' level work, how well do some 'O' level examinations prepare students for 'A' level courses and does this matter.

The course will be made up of a mixture of talks and group working sessions. It is envisaged that at times teachers from the pre and post 16 sectors will work separately, at others they will come together. The course is being planned by a group of Cleveland teachers who would welcome information about your concerns so that the course can be better tailored to the needs of members. Space is available on the reply slip for you to let us know what you would like discussed so that it can be kept in mind when finalising the programme.

The course will start with lunch on Monday, December 6th and will finish at 10.00 a.m. on Friday, December 10th. Transport to and from the course will be available for those who require it. Minsteracres is a centre offering comfortable conference accommodation with single rooms for course members and there is a bar.

The Centre is deep in the Durham Countryside 20 miles North East of Durham City off the A68 Corbridge/Darlington Road. The cost to course members will be £16 per night (i.e. £16 for the complete stay). The main costs will be borne by the Education Authority.

Teachers who would like to attend this course are asked to complete the attached reply slip and return it to Mr. Hullcoop at the Education Offices by the end of November, 1982.

# County of Cleveland



Your Ref



Our Ref 201/RH/2828C/82

Please reply to

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland TS1 3BN  
When telephoning please ask for

Mr. R. Hullcoop

Tel (0642) 248155 Ext 2972

11th October, 1982.

Dear Colleague,

Course for Modern Languages Teachers - December 6th - 10th, 1982  
Passionist Retreat Centre, Minsteracres, Co. Durham.

We were pleased to receive your application for this course and are now able to offer you a place. Would you please confirm your acceptance of this place immediately, using the reply slip attached.

Details of the overall membership and of the programme and domestic arrangements will be sent to you after half term. You may however be interested to know that visiting speakers so far include Mr. Ralph Gaskell of the Roehampton Institute, London, Miss Gillian Donmall of Kings' College, London University, and Mrs. Rosemary Smith, Lecturer in English as a Foreign Language from our own Kirby College.

May we remind you that the net cost to course members is £16 for tuition and board/accommodation. This charge already takes account of a substantial input from central funds, and cannot therefore be reclaimed. Will you please therefore send us a cheque for this amount. Made out to "Cleveland County Council" to reach the Education Offices, not later than 19th November, 1982.

As in the past, we propose to arrange transport between Cleveland and Minsteracres, i.e. a bus out on the Monday morning, and a bus back on the Friday. To help us plan this, please indicate on the return slip, a suitable pick-up point for you, if you want to use this bus.

We look forward to working with you on the course.

Yours sincerely,

(Mo

6<sup>th</sup> - 10<sup>th</sup> Dec. 1982.

The Programme for the week's course in Ministeriales.

The Teaching of Modern Languages in Cleveland

Schools 11-18.



Course for Modern Languages Teachers - Minsteracres Centre

Groups. Task 1

Mrs. I. Ault	Mrs. K. Houghton	Mrs. C. Glyn
Miss J. Ditchfield	Mrs. S. Imrie	Mrs. J. Hodgson
Mrs. K. Donovan	Mrs. J. Mann	Mrs. J. Houlding
Mrs. E. Jackson	Mr. S. McIntyre	Mrs. R. Periatambee
Miss R. Morris	Mrs. J. Perry	Mr. G. Sidgwick
Miss D. Simpson	Mr. H. Ruyssennaars	Mr. D. Stephany
Mrs. C. Walker	Miss L. Wilkinson	Miss J. Stevens
Mrs. A. Hellaoui	Mrs. P. Davies	Mr. C. Flynn

Groups. Task 2

Mrs. Houlding	Mrs. Ault	Miss Ditchfield	Mrs. Donovan	Mrs. Hodgson
Mrs. Houghton	Mrs. Glynn	Mrs. Imrie	Mrs. Jackson	Mr. McIntyre
Miss Simpson	Mr. Sidgwick	Mrs. Perry	Mrs. Mann	Mr. Stephany
	Miss Wilkinson	Mr. Ruyssennaars	Mrs. Morris	Mrs. Walker
		Miss Stevens	Mrs. Periatambee	
Mr. Flynn		Mr. Kerr	Mrs. Hellaoui	Mrs. Davies

Groups. Task 3

Mrs. Ault	Mrs. Donovan	Mrs. Houghton	Miss Ditchfield
Mrs. Glynn	Mrs. Imrie	Mrs. Jackson	Mrs. Hodgson
Mr. Sidgwick	Mrs. Mann	Mrs. Periatambee	Mr. Ruyssennaars
Miss Wilkinson	Miss Morris	Mr. McIntyre	Mrs. Perry
	Mr. Stephany	Miss Stevens	Miss Simpson
Mrs. Davies		Mrs. Walker	
	Mrs. Hellaoui	Mr. Kerr	Mr. Flynn

### Group Task three

### Course materials exercise

At the start of the exercise group leaders are asked not to reveal the identity of the course material their group will be considering. They are requested to collect the material only after the preliminary discussion has been completed.

1. Preliminary discussion
  - why use a course ?
  - establish criteria against which to assess a course.
  - what activities / experiences should it contain?

( relate to the findings from task one, to the needs of the learner - and to the needs of the teacher.)

Group leaders should collect their materials no later than Thursday morning, and start on stage two.

2. Examine thoroughly the course material provided, and discuss
  - the overall aims of the course ( especially in relation to the communicative competence of the learner)
  - overall course organisation, design and presentation
  - general impressions of how it might measure against the criteria already established.
  - obvious advantages, strengths, deficiencies vis à vis the learner's/teacher's needs.
3. Look more specifically at the way verbs are treated. Usually pupils do need to be able to use verbs in order to communicate, and the present tense in some shape or form is normally covered in the first year.
  - examine the way verbs are introduced, explained and practiced.
  - what are the good points?
  - what remedial steps need to be taken?  
( eg.... it could be to reorientate the presentation of the materials - need for extra oral stages? - need for additional structured grammar practice? - need for greater scope for pupil interaction? - need for extra scope for the perception and establishment of patterns? - need for extra encouragement of communicative competence? etc. etc. etc.
  - if remedial activities are needed create some examples of how you would adapt the material.
4. Two groups are looking at well known and used courses. They will be involved in the process of establishing principles, evaluation and adaptation. Their results, together with examples of remedial action should be made available to the whole course at the end of the exercise. The third group will examine two courses which are new, and which the authors claim have met the needs of the learner in a most comprehensive way. The group must decide whether this claim is justified. The group should make comparisons between the two courses, and identify their strengths and weaknesses for the other groups. This group may have less to do by way of remedial action (although this should be done if necessary), and more to do in terms of evaluation and appreciation.

Group leaders may prefer in stage 3 to refer to a particular unit or chapter as the basis for their discussion and subsequent practical work. It may be easier for the group to come to conclusions, and be creative on the basis of some specific pages than on the book in general (although this may not always be appropriate, and in the end the group must decide.)

## Appendix 22

Cleveland Residential Course, Stanhope.  
Notes, 24th-26th October (1982)



# County of Cleveland



our Ref:

our Ref: 74D/469D



Please reply to

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland. TS1 3BN

When telephoning please ask for

Mr. R. Hullcoop

Tel (0642) 248155 Ext. 2972

8th June, 1983

Dear Colleague,

## Defined Syllabuses and Graded Tests in Modern Languages - a Course .

As you will no doubt be aware, the various working parties hope soon to be completing their work on the production of their syllabuses for French and German. This has been a mammoth task and I am extremely grateful to all those who have taken part, and given up so much of their own time. Also, our second cohort of youngsters has just completed the County Mode 3 examination and again thanks must go to colleagues who participated (especially those who were part of both the Mode 3 and Syllabus working groups).

In spite of the undoubted successes of the tests, many people however have expressed concern about the actual teaching methodology involved with preparing pupils for the Graded Tests in general, and for the Mode 3 in particular. Already some colleagues have said that methodology and the lack of suitable materials is worrying them considerably, and something they would like to do something about.

It will not be possible in 1983/4 for us to run another full blown residential course in school time. However some money has been made available for a short working course during half-term in October 1983. Here are the details.

<u>dates</u>	from Monday, October 24th 1983 (start with lunch) to Wednesday, October 26th 1983 (finish with mid-morning coffee).
<u>place</u>	Fairfield House Centre (English Tourist Board Category 3) Stanhope, County Durham.
<u>no. of places available</u>	fourteen

Continued.

8th June, 1983

Cost

There will be no charge for accommodation and board. As colleagues will be going in holiday time, the stay at Fairfield House will be free, but they will have to pay their own travel costs to and from Stanhope.

Clientele

The course will be open to all members of the Syllabus working parties and the Mode 3 Support Group.

Purpose

The objectives of the course will include the consideration of methodology and materials, and the development of test items based on the new syllabuses. There will be no formal lectures, and the format of the course will be entirely in working groups. It is hoped that a cross section of colleagues will be present so that work can be done at various levels in both German and French.

While I appreciate that this does take place during half term, it is an opportunity for concentrated work on the scheme. I can offer "free board and lodging" in return for your time however, and if you are interested can you let me have the reply slip back by the 24th June, 1983. Negative returns should also be sent back. Thanks.

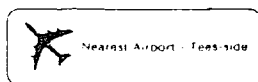
With best wishes.

Yours sincerely



Your Ref:

Our Ref:



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland TS1 3BN

When telephoning please ask for

Mr. R. Hullcoop

Tel (0642) 248155 Ext 2972

July 8th., 1983.

Dear Colleague,

Residential Course for Languages Teachers,  
Fairfield House, Stanhope, October 24th.-26th. 1983,

Following my letter of June 8th., 1983, I am pleased to inform you that a place has been reserved for you on this course. In all 17 people indicated they would like to come, and as a result the L.E.A. has increased the amount of money available, so that all who want to attend can in fact do so. I attach to this letter a list of intending course members. If at any stage you find that you are no longer able to come, can you let me know immediately as I shall be paying the deposits soon, and do not want to run the risk of cancellation charges.

May I remind you of some details :

dates : Monday, Oct. 24th. (start with lunch) to Wednesday, Oct. 26th (finish with morning coffee.)

place : Fairfield House Centre, Stanhope, Co. Durham.

cost : No charge will be made for board and accommodation. Colleagues will have to pay their own travel costs to the Centre, however.

clientele : All members of the Defined Content Syllabus Working parties, Test writing groups, Mode Three Support Group.

purpose : To consider and develop methodology and materials, and test items based on the new syllabuses. There will be no formal lectures, and the format of the course will be in working groups. We hope that work will be done at various levels both in French and German.

It is envisaged that some pre-course planning will take place early next term, so that we can make most effective use of our time at Stanhope. I will be writing again to you early in September with firm details of such planning.

May I finally say thank you to you for being willing to give up some of your half-term to continue work on our Graded Test scheme. I think it is really good that so many people wanted to come to Stanhope (it would have been more than 17 but for one school trip to Germany) so I hope we can have a most profitable, and enjoyable time.

May I wish you a very enjoyable summer holiday - wherever you intend to be.

With all good wishes,

to all Course Members,  
Stanhope '83.



Your Ref:

Our Ref: 201/RH/2093R/83



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland TS1 3BN

When telephoning please ask for

Mr. R. Hullcoop

Tel. (0642) 248155 Ext. 2972

20th September, 1983

Dear

Stanhope Residential Workshop for Languages Teachers  
24th-26th October, 1983  
Preparatory Seminar - October 7th, 1983

You will be aware that over the past few years there has been much activity in Cleveland Modern Languages Circles surrounding Graded Tests and Local Certification. A large number of teachers have been involved in the production of syllabuses and Test Items in French and German, and this year the County Mode 3 C.S.E. in French is being used in about twenty schools while a similar scheme in German is nearing completion.

One problem in all this is the comparative scarcity of teaching materials - certainly the choice of suitable published ones is very limited. A group of teachers has agreed therefore to give up 2½ days of their half term holiday to work on the production of teaching materials at Fairfield House Residential Centre, Stanhope, in Wear Dale.

I would very much like to organise a preparatory seminar for Course Members, to discuss with colleagues the areas in which they wish to work, what exactly they hope to achieve, what methods of working and what sub-groups they wish to form and so on. As a result we shall be able to collect together the appropriate resources needed and will be able to start work more effectively at Stanhope. I have arranged this seminar for 1.30 - 4.00 p.m. on Friday, October 7th, 1983 at the Middlesbrough Teachers' Centre, and I would be most grateful if you could release for that afternoon who wishes to be a member of the Course Workshop. I have written to all course members, and enclose a copy of the letter which I would ask you to pass on to the teacher(s) concerned.

This half term event will consist entirely of working groups, and as there is no formal programme it is essential that course members spend time together beforehand to discuss strategies and prepare resources. I do hope therefore you can afford to arrange for the appropriate release, and thank you for your help in this matter.

Yours sincerely,

The Head Teacher

School

V.D.C.



Your Ref:

Our Ref: 201/2083B/83



Please reply to:

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland. TS1 3BN

When telephoning please ask for

Mr. R. Bullock

Tel. (0642) 248155 Ext. 2973

20th September, 1983

Dear

STANHOPE RESIDENTIAL WORKSHOP - OCTOBER 24-26th 1983  
PREPARATORY SEMINAR - OCTOBER 23rd 1983.

As the early weeks of term rush by, we need to turn our attention to our half-term residential workshop at Fairfield House, Stanhope.

In order to maximise the time spent away, I think we should have a firm idea of what we propose to do before we leave for our picturesque site in Wear Dale. While there is no formal programme, we do need to ascertain colleagues wishes and priorities so that the course membership can divide into working groups with a good knowledge of what they hope to achieve and what materials are needed to achieve it. We said originally that the main thrust would be in the area of production of teaching materials - but we have different levels and different languages to consider. We need, therefore, to decide who is to tackle what, so that texts and source materials can be collected as appropriate. Other colleagues may prefer to think about future test items based on new syllabuses which should be in everyone's possession by then.

I should like therefore, to organise an afternoon seminar for all colleagues going to Stanhope on Friday 23rd October, 1983 from 1.30p.m. until 4.00p.m. at the Middlesbrough Teachers Centre. I feel that as colleagues are kindly giving up part of their half-term to work on our Graded Test and Defined Syllabus Scheme, I think we can offer the preparatory seminar in school time. I have written therefore, to all Head Teachers requesting release as appropriate.

The agenda for our preparatory seminar will be:-

1. Discussion of objectives for Stanhope.
2. Division into sub-groups of like interest.
3. Discussion of modes of working.
4. Discussion of materials needed and how they will be obtained.
5. Any other business.

To all Members

Stanhope Residential  
Workshop

/2

Appendix 23

N.R.E.B. Minutes of the Meeting of the  
Modern Languages Panel. Syllabus Revision  
Sub-Committee. C.O.M.L.S. Jan. (1983).

for Information



NORTH REGIONAL EXAMINATIONS BOARD

MINUTES OF A MEETING OF THE MODERN LANGUAGES

PANEL SYLLABUS REVISION SUB-COMMITTEE: GOMLS

MONDAY 21 JANUARY 1983, 10.00 A.M. IN THE

BOARD'S OFFICES

## THE NORTH REGIONAL EXAMINATIONS BOARD

Minutes of a meeting of the Modern Languages Panel Syllabus Revision  
Sub-Committee: GOMLS, held on Monday 31 January 1983 at 10.00 a.m.  
in the Board's offices

Present: Mr C R Pollard, Miss R Morris, Mr J Connor and Miss E J Alison

### 1. DISCUSSION ON THE IMPACT OF GOML ON CSE MODE 1

The Sub-Committee raised the following points:

#### 1.1 The Decrease in entry numbers for CSE Mode 1

1.1.1 There has been a decline in numbers of candidates entered for CSE Mode 1, particularly in Cleveland and Cumbria. Newcastle has had increased entries for Mode 1 this year, but this tendency might only be temporary, since the majority of Newcastle schools are involved in GOML at various levels.

1.1.2 The impetus for GOML has come from teachers themselves: this ought to influence the trend of examinations at Mode 1 and the numbers of candidates entered.

1.1.3 Pressure by teachers themselves to change Mode 1 has not yet been directly experienced. But the drop in entries for Mode 1 and the proliferation of GOML schemes at Mode 3 and at lower levels might indicate the need to reconsider the Mode 1 syllabus.

#### 1.2 The Importance of the present Mode 1 as an examination scheme

There is still a tendency to see Mode 3 as the examination for the less able, although it is intended to be compatible with Mode 1 and usually to have the full range of grades. Mode 1 was felt to be particularly valid in the following areas:

1.2.1 as a positive alternative to the "O" Level examination for candidates following a more traditional course (or for double entry);

1.2.2 in its assessment techniques - impression marking in oral and writing skills;

1.2.3 in the conducting of oral tests by visiting examiners rather than in entirely school-based spoken examinations.

### 2. CONSIDERATION OF GOML SCHEMES

The Sub-Committee considered briefly documentation for the Mode 3 scheme in Cleveland, the 1982 Examinations for the Mode 3 French Studies in Cumbria, the Mode 3 (Level 4) Schemes in York and Newcastle, and miscellaneous material covering schemes operating in London, Leeds, West Sussex, Oxfordshire and Northamptonshire, several of these schemes originating from CILT.

### 3. CSE, GOML AND THE NATIONAL CRITERIA

The Sub-Committee considered the Recommended Statement of 16+ National Criteria in relation to GOML and CSE Mode 1 objectives.

#### 3.1 Assessment objectives

##### 3.1.1 Common Core Assessment Objectives

These Objectives cover the range of grades <sup>3-4</sup> 5-6 (National Criteria), grades 3-5 (CSE). The National Criteria Assessment Objectives for Common-Core appear to relate to GOML objectives, especially with regard to the following points:



### 3.1.1.1 Listening

In the National Criteria, recorded items to be based on French designed to be heard and spoken by native speakers are strongly recommended.

### 3.1.1.2 Reading

The National Criteria recommend a range of clearly defined topic areas with a generally practical reference.

### 3.1.1.3 Speaking

Role-playing tasks and unprepared questions on a limited range of clearly defined topic areas are recommended.

### 3.1.2 Additional Assessment Objectives

These objectives are required for a candidate to be considered for the National Criteria Grade 1 (CSE Grade 2).

#### 3.1.2.1 Additional Listening

The GOML objectives tally with the objectives outlined by the National Criteria. The committee was concerned, however about the recommendation for "authentic material" on tape which might contain "a limited amount of background noise": this was felt to be an unnecessary disadvantage to the candidate at this level.

#### 3.1.2.2 Additional Reading

The GOML testing material is drawn from genuine texts and data. The Sub-Committee particularly welcomes the recommendation of shorter extracts for reading comprehension by the National Criteria Report. However, it queried the ability of candidates at this level to "draw conclusions from, and see relations within, an extended text".

#### 3.1.2.3 Additional Speaking

The Sub-Committee agreed that the Criteria in the Report match the GOML objectives.

### 3.1.3 Additional Assessment Objectives

These objectives cover the National Criteria Grade 3 (CSE Grade 1 (C)).

#### 3.1.3.1 Lower level writing

It was noted that CSE Grade 1 (C) Grade 3 National Criteria should include lower level writing objectives. This did not conform with the GOML Lancaster/Cumbria Mode 3 French Studies Scheme which contains no written component. Other GOML schemes, e.g. Cleveland and Newcastle contain a written element in the form of letter-writing in response to instructions in English.

### 3.1.4 Additional Assessment Objectives

These objectives cover the National Criteria Grades 2 and 1 (CSE 1(A) and 1(B)).

In the discussion on the contents of the GOML-related Mode 1 syllabus, it was noted that a higher-level writing element could be introduced which would still satisfy the GOML objectives.

## 3.2. Recommendations for Content of Syllabus

The National Criteria recommend close definition of content in terms of tasks to be performed, topic areas, vocabulary, structures, notions and functions. GOML has defined-content syllabuses.

### 3.3 Relationship between Assessment Objectives and Content

The National Criteria recommend that each of the tested skill areas should carry roughly an equal proportion of the marks within the differentiated levels. The report does not mention the exact minimum contribution required by any one skill to achieve grade 4 and above of the Criteria. National Criteria Grade 3, CSE Grade 1 (C) clearly requires some writing at the lower level at least, but not necessarily in equal proportion to the other skills. The written component in many GOML schemes is at present not more than 10-15%. There appears to be a flexibility in the ways in which the Grade 3 / CSE Grade 1 (C) can be attained. In the higher grades, Grade 1 and Grade 2 National Criteria, a greater proportion of writing would be required (but no more than 25%).

### 3.4 Techniques of Assessment

The Sub-Committee did not think that the specification in the report: "full details of the methods and principles of assessment which will be adopted by examiners" necessarily entailed the publication of a detailed mark-scheme.

#### 3.4.1 Listening and reading comprehension

Multiple-choice is used in some GOML schemes and is acceptable to the National Criteria, but is not considered viable by the Sub-Committee because of difficulties in pre-testing and grading.

#### 3.4.2 Speaking and writing

The tasks recommended by the National Criteria accord with GOML principles.

### 3.5 Examination Model

The National Criteria recommends "whatever syllabus is devised by an Examining Group, it should include a component common to all candidates". It was felt by the Sub-Committee that a single Common-Core GOML-type paper might lead to disadvantages for candidates who were not being trained in GOML work at lower levels. The unified examination approach ought therefore to be at the communicative level. It was felt that more than one syllabus might be appropriate within the NEA but not within NREB.

## 4. OUTLINE OF SUGGESTED EXAMINATION MODEL FOR COMMON CORE AND ADDITIONAL EXAMINATIONS.

It was felt that the Listening and Reading Tests should contain scattered items of varying difficulty for the full ability range, rather than separate Additional papers. Both Reading and Listening papers could be pre-graded. *not progressive*

### 4.1 Listening

The content of the listening paper would include short items, dialogues and interviews on tape.

### 4.2 Reading

There should be a variety of lengths within clearly defined topic areas. Items should range from signs to longer texts, e.g. letters for comprehension.

*up for weaker candidate to avoid progression.  
(spend time not doing anything)*

#### 4.3 Oral

There should be role-play and general conversation on clearly defined topic areas. The general conversation in particular would be structured to enable determination of higher grades. A range of marks would be available to assess communicative competence. The co-ordination of examiners would be essential especially if orals were school-based. It was suggested that the examination could include "role-play interpreting on behalf of a friend", using a second candidate, in order to extend the range of role-playing. This technique has been operating with success in the Newcastle GOML Level 4.

#### 4.4 Writing

4.4.1 On a lower level (for Grade 3 National Criteria, Grade 10 CSE) Semi-formal and informal letters in response to instructions in English, with no choice to candidates, could form the basis of this examination. Marks would take into account the presentation of information required which would be understood by the recipient of the letter. Only significant errors would be penalised.

4.4.2 On a higher level (for Grade 2 and 1 National Criteria, Grade 1A and 1B CSE)

Candidates would be required to write in response to a stimulus which is visual or in the foreign language. (examples: response to a stimulus letter in the foreign language, picture essay or giving an account on the home-town)

#### 4.5 Weighting of Components

4.5.1 Grades 2-5 CSE (Common Core, taking into account additional reading, listening and speaking which would be required to attain Grade 2)

Approximate division:	Listening	33-35%
	Reading	30-33%
	Speaking	33-35%

4.5.2 Grade 10 CSE

Approximate division:	Listening	30%
	Reading	25-30%
	Speaking	30%
	Writing	10-15%

4.5.3 Grades 1A and 1B CSE

Approximate division of marks to be equal among the four skills. The writing component could be pre-graded.

#### 5. SUMMARY OF POINTS RAISED IN DISCUSSION RELATING TO THE CREATION OF AN EXAMINATION AT 16 COMPATIBLE WITH GOML.

- 5.1 GOML objectives are compatible with the National Criteria.
- 5.2 A defined content syllabus should be drafted, to include lexis, and structures in full detail.
- 5.3 The syllabus should be a testing rather than a teaching syllabus. The syllabus would not preclude the possibility of a wider range of lexis and structure being drawn on.
- 5.4 The syllabus would be set out in terms of notions and functions (and at the higher grades in terms of registers).
- 5.5 Where possible, skills should be tested discretely.

- 5.6 The pre-CSE Graded Tests Levels 1-3 offered by GOML schemes would be seen as intermediate steps in the preparation of the candidate towards CSE. The CSE would operate the same hurdles as the GOML Tests Level 3/4 (at present accepted as Mode 3).
- 5.7 For reasons of flexibility, timing and numbers involved, the Graded Objective Tests would not be offered by the Board at Levels below CSE.

6. FURTHER PROPOSALS OF THE SUB-COMMITTEE

It was recommended that the Sub Committee should co-opt experienced representatives of working parties of GOML schemes to advise, and to assist in the construction of the defined content syllabus.

The Meeting ended at 3.30 p.m.

To: Panel Members

Co-opted Panel Members - Mrs A Hellaoui, Mr P Green, Mr A Spargo, Mr R Wass

## THE NORTH REGIONAL EXAMINATIONS BOARD

Minutes of a meeting of the Modern Languages Panel Syllabus Revision Sub-Committee: GOML, held on Tuesday 8 March 1983 at 10.00 a.m. in the Board's offices.

Present: Mr. C R Pollard, Miss R Morris, Miss E J Alison (Panel Members)  
Mrs. A Hellaoui, Mr. P Green, Mr. A Spargo, Mr. R Wass (Co-opted)

1. The co-opted members, Mrs. A Hellaoui, Mr. P. Green, Mr. A Spargo and Mr. R Wass were welcomed. Mr. Spargo agreed to act as Chairman of the sub-committee meeting.

### 2. MINUTES OF THE MEETING HELD ON 31 JANUARY 1983

The following matters arising from the Minutes were raised:

2.1 Section 4. (Outline of suggested examination model for Common Core and Additional Examinations) The Reading and Listening papers could not easily be pre-graded, nor was this in accordance with NREB Modern Languages Examinations policy. An incline of difficulty in the papers, rather than scattered items of varying difficulty would be valuable.

2.2 Section 3.5 (Examination Model) It was agreed that it was not feasible to provide two syllabuses within the Mode 1 scheme: i.e. (a) the present Mode 1 syllabus, (b) a GOML-related syllabus. The overriding aim of the sub-committee was to develop a syllabus which could be considered by the NEA as a 16 + examination, but which could also become a CSE syllabus, depending on the outcome of the National Criteria. The possibility of offering a GOML-based syllabus as a Mode 1 would need to be discussed by the Modern Languages Panel and referred to constituents for discussion. Those schools who valued the current Mode 1 syllabus (especially with classes aiming at O Level or CSE) could still enter pupils in their own more traditional Mode 3 scheme. It was felt that some compromise between GOML and the present Mode 1 might have to be made. Some light was cast on current attitudes among Heads and Assistant Teachers regarding GOML: Heads were strongly in favour, and of the Assistant Teachers a clear majority supported GOML.

### 3. DRAFT OF THE AIMS AND OBJECTIVES OF THE REVISED SYLLABUS

#### 3.1 AIMS

The aims of a course in French leading to an examination at 16 + should be

3.1.1 to develop the ability to use French effectively for purposes of practical communication, and to provide worthwhile and realistic goals,

3.1.2 to form a sound base of the skills, language and attitudes required for further study, work and leisure,

3.1.3 to offer insights into the culture and civilisation of French-speaking countries,

3.1.4 to develop an awareness of the nature of language and language learning,

3.1.5 to provide enjoyment and intellectual stimulation,

3.1.6 to encourage positive attitudes to foreign language learning

and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations,

3.1.7 to promote learning skills of a more general application (e.g. analysis, memorising, drawing of inferences).

### 3.2 OBJECTIVES

Candidates should be able

3.2.1 to use French effectively and appropriately for the purposes of practical communication,

3.2.2 to cope linguistically with defined situations, in which they might find themselves, on a short or extended visit to a French-speaking country, on a personal basis and as a spokesman for a group,

3.2.3 to understand spoken French they would be likely to hear in the defined topic areas, in predictable and unpredictable linguistic contents on the levels of gist and more detailed comprehension,

3.2.4 to understand the written French they would be likely to see and read in the defined topic areas, in predictable and unpredictable linguistic contexts, on the levels of gist and more detailed comprehension,

3.2.5 to exchange information in French of both an interactional and a transactional nature,

3.2.6 to convey or exchange information in written French of both an interactional and a transactional nature.

## 4. FURTHER DISCUSSION ON TOPIC AREAS, TECHNIQUES OF ASSESSMENT AND EXAMINATION MODELS

### 4.1 Topic Areas

The Cleveland Level 4 scheme (see Appendix 1) was considered as an example of a model of topic areas which might form the basis of the examination syllabus. Each topic area offered might be set out in terms of the overall objective, functions, additional notions. (See Appendix 2) A defined content syllabus might be drafted possibly following a model which supplies scenarios, topic areas, notions, functions, lexis and structures. (see Appendix 3)

### 4.2 Techniques of Assessment

4.2.1 It was realised that the objectives of Mode 1 and of GOML differed, in that Mode 1 was designed to have a full range of grades, whereas the objective of GOML was to provide an examination that candidates would take when they had reached the appropriate level and which they would pass.

4.2.2 The possibility of an examination where skills are not discretely tested but as units of skills in certain areas "en bloc" and criteria-referenced was discussed. While this would encourage the possibility of an "academic profile" of pupils, which would be favoured by many Headteachers, there would be a problem of continuous assessment, which is feasible in general only at Mode 3.

#### 4.3 Examination Models

The following points were raised concerning the creation of an examination at 16+ for the full ability range being examined:

4.3.1 A single paper with scattered items varying in difficulty (as suggested in Section 4. of the Minutes of 31 January) might prove too much for the less able candidate.

4.3.2 Combinations of papers to be taken by candidates might lead to grading problems.

4.3.3 Alternative appropriate examinations for the more able and for the less able was seen as divisive and not in accordance with the recommendations in the National Criteria Report.

4.3.4 The JMB draft scheme of a credit system at 16 + level was felt to be highly complex. The common paper for all levels and grades (i.e. basic Reading, Speaking and Listening) had a built-in failure component, since all three components had to be passed in order to gain Grade 7 (National Criteria Grade; CSE Grade 5).

4.3.5 If papers at lower and higher levels were to be offered, it would be for teachers to decide which papers should be taken by each candidate. It was noted that the Joint Council approved the notion of differentiated papers.

#### 5. NEXT MEETING OF THE SUB-COMMITTEE

The date for the next meeting of the sub-committee was agreed - Wednesday 15 June. The Sub-Committee would consider particularly:

5.1 Examples of tests in the GOML schemes,

5.2 Skills to be achieved by candidates, e.g. the balance between gist comprehension and detailed comprehension,

5.3 Differentiation and weightings of papers.

The Meeting ended at 4.30 p.m.

To: Members of the Syllabus Revision Sub-Committee (GOML)

THE NORTH REGIONAL EXAMINATIONS BOARD

Minutes of a meeting of the Modern Languages Panel Syllabus Revision Sub-Committee: GOML, held on Wednesday 15 June 1983 at 10.00 a.m. in the Board's offices.

Present: Mr. C R Pollard, Miss R Morris, Miss E J Alison, Mr. J Connor, Mrs. A Hellaoui, Mr. P Green, Mr. A Spargo, Mr. R Wass.

1. MINUTES OF THE MEETING HELD ON 8 MARCH 1983

The following matters arising from the Minutes were raised:

1.1 Section 2.1

It was felt that if the examination was to be topic-based, there should be an incline of difficulty within the topic, particularly with regard to Listening Comprehension. An incline of difficulty would enable there to be an incline and range of grades.

1.2 Section 2.2

1.2.1 Mrs. Sutcliffe told the Sub-Committee that the GOML-based syllabus had been accepted by the NREB as an alternative Mode 1 Scheme from 1986 onwards. The time-scale for the preparation of the alternative Mode 1 was as follows:

February 1984	to Standing Advisory Sub-Committee
Early Summer 1984	to Examinations Committee
June 1984	to Schools
May 1986	First examination.

1.2.2 The Sub-committee was advised to draft the syllabus for the alternative Mode 1 with the National Criteria Grade 3 (Grade 1 C) as top grade in mind. The syllabus might then be adapted later for the National Criteria Grades 1 and 2. (Grades 1 A and 1 B) Although the National Criteria is likely to recommend differentiated papers, this policy should not be adopted at this stage. Later it would be possible to develop Extended Written, Aural and Reading and Oral components in accordance with the National Criteria concerning Extended Levels. The Extended Writing might be seen in terms of a Level 5 of the GOML schemes.

1.2.3 It was pointed out that the Alternative Mode 1 might well have some influence on the present Mode 1.

1.3 Section 4.1

Although the Cleveland Level 4 scheme was considered as a practical example of a model of scenarios for the syllabus, the Sub-Committee would clearly need to draw on other GOML schemes, e.g. Cumbria/Lancaster, Newcastle.

1.4 Section 3.3

If the new GOML-based Mode 1 became part of a National Criteria single GCE/CSE examination, an alternative appropriate examination might later become necessary.



## 2. TOPICS, SPECIMEN QUESTIONS AND LEXIS

The following topics had been prepared by members of the Sub-Committee for discussion at the meeting:

Restaurant (including ordering and paying for meals and menu);  
Future plans for holiday abroad;  
Entertainment (cinema, theatre, TV, etc.);  
Accommodation (campsite, hotel, youth hostel);  
Shopping (souvenirs, clothes, films etc.);  
Travel (train, boat, car);  
At home with the family (general conversation).

The following points arose in discussion:

- 2.1 The criteria of both basic and extended levels would not be applied within CSE. Extra vocabulary beyond the defined-content syllabus (approximately 10% in the JMB syllabus) would not be tested.
- 2.2 Close specification of tasks, especially with regard to Oral (Role-Play) and Writing papers (Letters) might lead to too much translation by the candidate. The Sub-Committee questioned whether the candidate should be set goals, the means by which they attain those goals being left open. While the Sub-Committee was concerned to avoid the open-ended nature of the more traditional examination papers, it agreed that there needs to be some latitude for candidates.
- 2.3 Gist and detailed comprehension
  - 2.3.1 There should be a balance between the two types of comprehension in terms of weighting within the Reading and Listening skills. There was much discussion whether the precise balance between gist and detailed comprehension should be stated. It was generally felt that there should be more detailed than gist comprehension.
  - 2.3.2 Questions testing gist comprehension must take into account different levels of understanding. They should be marked positively. Multiple-choice and open-ended questions were not valid means of testing.
  - 2.3.3 Both reading and aural comprehension, in gist and detailed comprehension, should have items with an incline of difficulty.
  - 2.3.4 Authentic material should be used wherever possible, especially for gist comprehension, and when simplified, should be authenticated by a native speaker.
  - 2.3.5 In the case of aural comprehension, candidates would need to be aware of what they are listening for, and they should be required to make neither a précis, nor too much logical deduction. Examples of gist comprehension might include short announcements and conversations, with one or two questions on each item.
  - 2.3.6 While sound effects and even an English introduction might help establish the scenario in a gist comprehension question, the listening items should aim for clarity.
  - 2.3.7 Listening comprehension items for detailed comprehension should be played at least twice to candidates. Eventually the aim might be to play gist comprehension items once only.

- 2.3.8 Listening comprehension questions would be recorded professionally using native speakers. It was appropriate to use varying registers of speech and authentic and natural material, within the limits of the syllabus.
- 2.3.9 All language components must be seen in terms of their function. Listening comprehension questions should not therefore include items which were designed purely for reading.

2.4 Letter-writing

- 2.4.1 The syllabus should be in accordance with the National Criteria and include a writing component.
- 2.4.2 The syllabus should include a list of areas within which informal and semi-formal letters could be set.
- 2.4.3 While specific tasks are suitable for a basic level of writing, some candidates may not be able to give of their best if the demands are too specific. In the main, however, most candidates cope better with specific tasks.
- 2.4.4 It might be possible to introduce a letter with a gap-filling exercise, similar to a form-completion task.
- 2.4.5 The possibility of allowing candidates to use dictionaries for letter-writing was discussed. While it would seem more natural to allow the use of a dictionary, many candidates might be unable to use a dictionary to best advantage. The letters would use a limited range of functional language which could be pre-learnt. → gone
- 2.4.6 The written examination should contain two letters: one semi-formal, one non-formal. As an alternative to one of the letters, examinations might in some years have a post-card or message-letter, and possibly form-filling. No choice should be available to the candidates.

2.5 Oral testing

- 2.5.1 The oral component should include role-play with a defined content.
- 2.5.2 The component of personal conversation needs to be carefully structured, and should aim for both interactional and transactional conversation.
- 2.5.3 The value of the interpretative role was emphasised. The oral examination might include a third person role-play on a personal and transactional basis.
- 2.5.4 The possibility of an interactional test between examiner and candidate was discussed. The examiner would ask the candidate questions, but might also assume different roles. The candidate would then pose questions to the examiner.
- 2.5.5 An interactional test of this nature might involve too many skills, if the candidate were required to show in writing an understanding of the examiner's responses. This kind of test might well be adapted for the Extended Level.

- 2.5.6 Areas of conversation and anticipated structures might have to be supplied with the syllabus.
- 2.5.7 It would be essential to pre-test the interpreting role-play and especially the test outlined in 2.5.4.
- 2.5.8 It might be necessary to divide the entire oral examination into two separate parts.

### 3. DRAFTING OF SYLLABUS

- 3.1 It was agreed to set out the syllabus following the format of the Cleveland syllabus, namely:

Topic	Notions and Functions	Speaking	Listening	Reading
-------	-----------------------	----------	-----------	---------

- 3.2 Items in Speaking and Listening columns would be interchangeable, with the proviso that certain items in the Listening column should be asterisked for comprehension only.
- 3.3 The JMB GCSE Stage 2 Syllabus was considered. It was noted that certain items had been preceded by an "x", which might be included at an extended level only.
- 3.4 The list of functions arranged in topic groups would need to be very extensive and to include all items on which there would be specific testing.
- 3.5 As well as a topic list with functions etc. outlined above, there should be an alphabetical index of lexis with cognates.
- 3.6 Verbs should be included in the functional form in the topic list and in the alphabetical list.
- 3.7 There should be a list of notional headings with structures.

### 4. EXAMINATION WEIGHTINGS

40 mins.	Listening comprehension	30%	(20% in Listening Examination; 10% in Oral Examination)
45 mins.	Reading Comprehension	30%	
1 hr	Oral Examination	30%	(10 Com. 6.6.8.)
10 mins.			
45 mins.	Writing Examination	10%	(5% for each of two items)

### 5. SCENARIOS

1. Shopping
2. In the Town
3. Café-Restaurant
4. Public Services
5. Entertainment
6. Travel
7. Accident and Illness
8. Accommodation
9. Living in a French-speaking family
10. Personal Information (to include Schools and Occupations)

### 6. FURTHER WORK OF THE GOMLS SUB-COMMITTEE

A small group within the Sub-Committee would need to work together to draft a syllabus of functions, notions and lexis, reviewing the syllabuses of other GOMLS schemes and the JMB GCSE syllabus.

The Meeting of the Sub-Committee ended at 4.30 p.m.

To: Syllabus Revision Sub-Committee (GOML)

10th Aug. 15th March  
Standing Advice. May.  
Warning ↑ January

THE NORTH REGIONAL EXAMINATIONS BOARD

Minutes of the GOML meeting held at the Board's offices on Thursday,  
10 November 1983 at 10.00 a.m.

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Present: A Spargo (Chairman)  
A Hellaoui, E J Allison, R Wass, C R Pollard.

Apologies: Miss R Morris, J Connor, P Green.

Minutes of the meeting of 15 June 1983

Mr Spargo reviewed the main points and thanked the members of the sub-committee who produced the syllabus placed before the committee.

Some discussion ensued with reference to the proposed oral examination and how some integration with the area of listening comprehension might be achieved.

The syllabus was examined for errors.

Classroom vocabulary.

Mrs Hellaoui spoke of the suggestion to encourage teachers to use the foreign language in the classroom, whereas much classroom does not appear in the syllabus. Should this be tested - in listening comprehension?

It was agreed that a similar appendix to that issued by the Cleveland scheme be submitted with the syllabus.

Basic vocabulary and notions should be presented simply as general notions.

Background explanation.

It was agreed that a 'column 5' be included (viz Cleveland scheme).

Aims and Objectives each topic area.

The difficulty of setting an examination to fulfil the behavioural objectives specified in the syllabus was discussed. Nonetheless it was agreed that aims and objectives for each topic be included

Structures.

It was agreed that a list of structures for productive use be included.

Lexis.

It was agreed to include a full lexis, alphabetically listed.

Assessment Objectives.

It was agreed that assessment objectives, general and particular, be included.

Oral Examining.

Mr Wass introduced this section.

He proposed that the candidate should be asked to find out information from the examiner on a particular topic, the examiner being provided with the information.

On his experience of trying this out in school, the time factor for each candidate proved to be a problem.

How helpful or unhelpful should the examiner be?

There are difficulties of standardisation.

This type of test can be described as 'the information gap'.

A second type of test was described as 'affect gap', where the examiner and candidate discuss what to do with differing requirements.

The training of examiners in order to standardise could be very difficult.

The practicalities of setting up such a test were discussed. Mr Wass envisaged this type of test replacing the normal role play.

Worries were expressed about the demand and stress placed upon the candidates. The view was expressed that both this type of test and the role play could be included in an examination. Mr Wass offered to set this up at his own school and tape the efforts of some of his pupils to bring along to the next meeting.

It was suggested that the oral examination should begin with a few personal questions, followed by 2/3 role plays and concluding with an 'information gap' type of test.

To facilitate training it was proposed that orals be held at the end of the Easter term and that the training meeting take place late February/early March.

The meeting closed at 3.35 p.m.

To: Members of the GOML Sub-Committee

THE NORTH REGIONAL EXAMINATIONS BOARD

Minutes of the Modern Languages Syllabus Revision Sub-Committee (GOML) meeting held at the Board's offices on Monday 12 December 1983 at 10.00 a.m.

Present: A Spargo (Chairman)  
E J Allison, A Hellaoui, C R Pollard, R W Wass

Apologies: R Morris, P Green.

- 1 The minutes of the previous meeting were approved.
- 2 Mr Torkington advised the group that an interim report on the group's work - including an explanation of the rationale for the introduction of a new type of examination - would be required to be put before the Standing Advisory Committee in January 1984. Provided the present progress is maintained we are on schedule for introducing the examination in Summer 1986.

3 The oral examination

There was much discussion over the format of the oral examination.

A specimen tape of a more open-ended oral examination was listened to, based on the situation of ordering a meal. Concern was expressed about the small amount of initiative required of the candidate. Some of the group felt that some initiative and idiomatic use of language was insufficiently rewarded. Recording information in a written form was viewed with distrust, and the amount of time some weaker candidates took caused concern. It was felt that a multi-skill test posed such problems of practical administration as to make it not worthwhile. Nevertheless, it was decided to include items in the oral which stressed the integration of the skills of listening and speaking.

The oral would consist of:

- (a) three different role-playing situations. The situations would fall into the context of the defined topics of the syllabus. The functions which the candidates would be expected to fulfil would be specified in English.
- (b) a "general conversation" within the topic areas. Candidates would be free to ask questions of the examiner.

Within these two areas the candidate would be expected not only to understand and respond, but also to take the initiative.

The question was raised as to whether examiners should be external or school-based. The impression given was that school-based examiners were preferable, although no firm decision was taken. If examiners were school based, all oral examinations would have to be taped in the initial few years. Thereafter only newcomers to the scheme would be required to tape orals.

4 Syllabus Submission for Standing Advisory Sub-Committee

(a) The units of the syllabus were renumbered:

- 1 Personal information
- 2 Living in a French speaking family
- 3 Travel
- 4 In the town
- 5 Shopping
- 6 Cafe-Bar/Restaurant
- 7 Public Services
- 8 Accommodation
- 9 Leisure and pleasure
- 10 Accident and illness

(b) The members perused and approved the proposals for:

- (i) the objectives for the individual units
- (ii) the structural appendix
- (iii) the list of "useful and common expressions"
- (iv) the specification of basic background knowledge expected
- (v) the phonological system in operation.

5 Scheme of Assessment

The proposals as set out in the minutes of the meeting of 15 June 1983 with the exception that the reference to the splitting of the oral examination should be deleted.

For the written part of the examination, 5% of the total marks should be assigned to each piece.

For the oral examination, the total of 30% should be divided thus:

10% for the "general conversation"

6% } for the three role play situations, the last one being  
6% } more open-ended than the first two  
8% }

For the reading and listening comprehension tests, it was decided not to specify the ration of extensive to intensive comprehension items.

6 Length of papers

The following times were agreed:

- |                         |   |  |
|-------------------------|---|--|
| Listening comprehension | - | maximum of 40 minutes                        |
| Reading comprehension   | - | combined into one paper of 1 hour 45 minutes |
| Writing                 |   | (maximum)                                    |
| Oral                    | - | 10 minutes preparation time                  |
|                         |   | approximately 10 minutes of testing time,    |
|                         |   | of which 3-5 minutes would be devoted to     |
|                         |   | "general conversation".                      |

7 Date of next meeting

Tuesday 31 January 1984 at Board's offices.

The meeting closed at 4.00 p.m.

To: Members of the GOML Sub-Committee

## Appendix 24

Extracts from the N.R.E.B.'s proposed  
Alternative Mode I Syllabus  
(1984-1987).



# AIMS OF THE FRENCH SYLLABUS BASED ON THE GRADED OBJECTIVES

The aims of a course in French leading to an examination for C.S.E. should be:

1. to develop the ability to use French effectively for purposes of practical communication, and to prepare worthwhile and realistic goals;
2. to form a sound base of the skills, language and attitudes required for further study, work and leisure;
3. to offer insights into the culture and civilisation of French-speaking countries;
4. to develop an awareness of the nature of language and language-learning;
5. to provide enjoyment and intellectual stimulation;
6. to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations;
7. to promote learning skills of a more general application, (e.g. analysis, memorising, drawing of inferences).

Candidates should be able:

1. to use French effectively and appropriately for the purposes of practical communication;
2. to cope linguistically with defined situations, in which they might find themselves, on a short or extended visit to a French-speaking country, on a personal basis, and as a spokesman for a group;
3. to understand spoken French they would be likely to hear in the defined topic areas, in predictable and unpredictable linguistic contexts on the levels of gist and more detailed comprehension;
4. to understand the written French they would be likely to see and read in the defined topic areas, in predictable and unpredictable linguistic contexts, on the levels of gist and more detailed comprehension;
5. to exchange information in French of both an interactional and a transactional nature;
6. to convey or exchange information in written French of both an interactional and a transactional nature.

# ASSESSMENT OBJECTIVES

## 1. LISTENING

Candidates should be expected, within those topic areas already defined in the syllabus, to show both "gist" comprehension as well as comprehension of specific details in such items as announcements, instructions, requests, monologues and interviews. Candidates will hear French that is designed to be heard and which will be presented by native speakers. Test items will be sufficiently short to ensure that no undue burden is put upon memory.

## 2. READING

Candidates will be expected, within the broad framework of the topic areas already defined in the syllabus, to show both "gist" comprehension as well as comprehension of specific details in texts such as letters, guides, brochures, newspapers, advertisements, etc. They should demonstrate understanding of public notices, signs, menus, timetables and similar items. Authentic material will be used, wherever possible.

## 3. WRITING

Candidates will be required, within the broad framework of the defined syllabus, to communicate ideas in written form, for example, semi-formal and non-formal letters, short messages and postcards. Instructions, where appropriate, will be given in English.

## 4. SPEAKING

Candidates will be required to understand, to respond and to take initiative in the following areas of the oral examination:

- 4.1 three different role-play situations, in which the functions within the context of the defined-content syllabus topic areas will be specified in English;
- 4.2 general conversation/interview, within the context of the defined content topic areas.  
Candidates will be free to ask the examiner questions.

Candidates will be given ten minutes to prepare the role-play situations.

SCHEME OF EXAMINATION

	<u>Listening Comprehension</u>	<u>Reading Comprehension</u>	<u>Written Examination</u>	<u>Oral Examination</u>
<u>TIMING</u>	40 minutes - up to one hour -	60 minutes	45 minutes [ ] one paper	10 minutes (of which 3-5 minutes on general conversation)
<u>WEIGHTINGS (%)</u>	30%	30%	10% (5% for each of the items) Ratio 80:20 for basic marks: bonus marks	30% (of which 6% + 6% + 8% for role play; 10% for general conversation)

BASIC LINGUISTIC AND BACKGROUND KNOWLEDGE REQUIRED

The learner is expected to have a knowledge of the following notions:

- |     |                               |   |  |  |
|-----|-------------------------------|---|--|--|
| 1.  | Dates                         | - | days, months, seasons  |  |
| 2.  | Numbers                       | - | 1 - 1000   |  |
| 3.  | Time                          | - | 12 hour / 24 hour clock  |  |
| 4.  | Weather                       | - | relating to present (il fait beau) and future time (il va faire beau)  |  |
| 5.  | Currency                      | - | use of money   |  |
| 6.  | Weights                       |   |  |  |
| 7.  | Liquid Measure                |   |  |  |
| 8.  | Distance                      |   |  |  |
| 9.  | Alphabet                      | - | accents have been excluded from capital letters in the printed syllabus. However, they may well be seen, and are, of course, acceptable. |  |
| 10. | Registers                     | - | forms of address, and the use of "tu" and "vous".  |  |
| 11. | Relevant background knowledge | - | some background knowledge is included in column five with each topic; this printed information is not intended to be exhaustive.         |  |

## PHONOLOGICAL SYSTEM

The basic aim in the learning of the pronunciation features of French is to ensure that one can understand standard French spoken normally but perhaps slowly, and that one can make oneself intelligible to native speakers.

1. It will be necessary for the learner to understand the syllable-timed nature of French rhythm-patterns in speech.
2. It will be necessary for the learner to know where in individual words, sentences and utterances the stress falls.
3. It will be necessary for the learner to have a basic understanding of where liaison occurs in French.
4. It will be necessary for the learner to be able to discriminate and produce the basic sound patterns in an intelligible way.
5. It will be necessary for the learner to be able to distinguish and to produce in an intelligible way the basic intonation patterns relating to:
  - Positive and Negative Statements
  - Yes/No Questions
  - Requests
  - Commands
  - Expressions of emotional attitudes that occur within the syllabus, e.g. j'aime bien, je déteste.
  - Interjections and Exclamations

This is a list of the most common structures used in the "Speaking" Section of the defined content syllabus.

1. VERBS

Learners should be able to produce as a minimum the verbs listed below in the spoken and written form using the "je" form of the paradigm. It will also be necessary for learners to formulate questions using the "tu" and "vous" forms. For the reading and listening skills the learner will be expected to recognise all forms of the paradigm. Tenses other than the present, immediate future and perfect may occur in reading and listening, but do not form part of the active content to be tested.

<u>INFINITIVES</u>		<u>EXAMPLES</u>	
<u>acheter</u>		j'en achète	
<u>adorer</u>		j'adore	+ [noun infinitive]
<u>aimer</u>		j'aime vous aimez	+ [noun infinitive]
<u>aller</u>		je vais tu vas on va vous allez	+ place
<u>avoir</u>		j'ai tu as il a elle a on a vous avez ils ont elles ont	+ [noun age (x ans) besoin de faim soif mal + part of body]
		il y a y a-t-il?	+ [phrase noun]
<u>danser</u>		je danse on danse	

INFINITIVES

EXAMPLES

Present Tense

<u>détester</u>	je déteste	+	[noun infinitive]
<u>écouter</u>	j'en écoute		
<u>faire</u>	je fais tu fais on fait j'en fais tu en fais on en fait vous faites il fait ça fait	+	[hobbies sport]
<u>habiter</u>	j'habite tu habites	+	[weather question word place]
<u>jouer</u>	je joue tu joues on joue	+	[sport musical instrument activity]
<u>manger</u>	je mange tu manges on mange	+	[noun place]
<u>lire</u>	je lis		
<u>louer</u>	on loue		d'habitude on loue des vidéos
<u>partir</u>	on part	+	[day date]



The following list of expressions, which is not exhaustive, might not be tested, but are considered essential to basic linguistic knowledge. The transfer of these items to appropriate situations in the ten Topics is assumed. Verbs are listed in the "vous" form of the imperative, and clearly the "tu" form may be used where appropriate.

monsieur/madame/mademoiselle  
messieurs/mesdames/mesdemoiselles  
messieurs-dames  
monsieur l'agent/(monsieur le) docteur  
monsieur le directeur

bonjour/bonsoir/bonne nuit  
salut/allô  
bon anniversaire/bonne fête  
bonne année/joyeux Noël  
bon weekend/bonne journée  
bon appétit  
bon séjour/bonnes vacances  
bon voyage/bonne route

au revoir  
à bientôt/à ce soir/à demain(matin)  
à lundi (prochain)/à Noël/à Pâques  
à l'année prochaine/à la prochaine (fois)  
à tout à l'heure  
à x heures  
vers x heures/dans x minutes  
ce matin/ce soir/cet après-midi  
hier soir/demain matin  
en été  
bientôt/quelquefois/jamais/souvent  
tout de suite

enchanté(e)  
je vous présente ...  
bienvenu(e) à/en ...  
félicitations/bravo  
je vous offre mes condoléances  
c'est dommage/quel dommage  
pardon/excusez-moi  
je m'excuse/je suis désolé/je regrette ...  
je suis en retard/je me suis égaré(e)/j'ai manqué (le train)  
merci (pour tout)/merci mille fois  
(non) merci/merci bien/merci beaucoup  
je vous remercie  
c'est très gentil/vous êtes bien gentil(le)  
je vous en prie/de rien/il n'y a pas de quoi  
bien sûr/ (oui) d'accord/volontiers/certainement  
je veux bien/avec plaisir  
s'il vous plaît  
je ne sais pas/je n'ai aucune idée  
qu'est-ce que cela (ça) veut dire en anglais (français)?  
comment ça s'appelle en anglais (français)?  
comment ça s'écrit?  
comment?/pardon/quoi?  
je ne comprends pas  
(parlez) plus lentement, s.v.p.  
(parlez) plus fort, s.v.p./répétez s.v.p.

voilà/voyons/allons/alors/eh bien  
écoutez/regardez

bien/bon

je crois que/je pense que

ahé!

zut alors!/ça alors!/mince alors!

mon Dieu!

tiens!/ouf!/oh là là!

j'en ai marre

(c'est) formidable/affreux/terrible

taisez-vous/levez-vous/asseyez-vous  
un truc/un machin

pas du tout/pas trop/pas tellement

environ/à peu près

tant pis/tant mieux

qu'est-ce qu'il y a?

comment allez-vous?/ça va?

ça va/comme ci comme ça/pas bien/très bien  
pas mal

c'est (bien) ça./ce n'est pas ça

(ce n'est) pas comme ça

c'est bien ...?

ça va comme ça

ça ne va pas du tout

ça y est/voilà, comme ça

ça vous intéresse/plaît/ça va/gêne/convient/dérange?

ça ne marche pas

ça ne fait rien/ce n'est pas grave

ça suffit/ça dépend

## SHOPPING

### AIM

To provide the basic linguistic skills and background information necessary to enable the learner to buy things for himself/herself and for others; and to change money in a bank or bureau de change in a French-speaking country.

### OBJECTIVES

The learner should be able to:

1. find his/her way to any of the shops as listed and to the bank or bureau de change;
2. ask for departments and items in large stores;
3. ask for any item listed in this topic;
4. specify wishes with regard to quantity, size, colour, etc.;
5. ask to try on clothes;
6. ascertain prices and pay for articles purchased, handling appropriate transactional language;
7. change/obtain money at a bank/bureau de change;
8. understand directions to shops and banks/bureaux de change, and understand directions as to location of items in large stores; and cope with a negative response;
9. understand and be able to respond to questions and replies in shops and banks/bureaux de change;
10. recognise the names of shops, and read and understand relevant signs, notices and written instructions.

5. SHOPPING

Functions/Notions	Speaking	Listening	Reading	Comments
<p>asking directions to</p> <p>(a) shops</p> <p>b) bank/bureau de change</p>	<p>il y a ) un supermarché y a-t-il ) un hypermarché un marché un tabac une boulangerie une pâtisserie une épicerie une charcuterie/ une boucherie  une banque un bureau de change près d'ici?</p>	<p>Directions as in Topic 4</p>	<p>MARCHE SUPERMARCHÉ HYPERMARCHÉ BOULANGERIE PATISserie CHARCUTERIE/BOUCHERIE (CHEVALINE) ALIMENTATION GENERALE TABAC GRANDS MAGASINS LIBRAIRIE-PAPETERIE BANQUE/BUREAU de CHANGE</p>	<p>Supermarkets are usually found in towns whereas hypermarkets are to be found on the outskirts.</p> <p>The names of some of the main chain stores might be discussed in preparation of the topic.</p> <p>In supermarkets and hypermarkets plastic bags are provided free of charge.</p>
<p>asking to buy items (general vocab)</p>	<p>Jé voudrais/donnez-moi/avez-vous? un(e) grand(e)/petit(e) x grand(e) (s)/petit(e) (s) un(e) comme ça c'est trop/ça va/c'est ça c'est tout c'est ) ça fait ) combien?</p>	<p>A votre service Vous désirez? (as opposite)  Combien? Et avec ça? Quel parfum? C'est ) Ça fait ) x francs Je regrette, nous n'en avons pas plus Passez ) Payez ) à la caisse</p>	<p>OUVERT/FERME FERMETURE ANNUELLE ENTRÉE (LIBRE) SORTIE (DE SECOURS) LIBRE-SERVICE CAISSE  HEURES ( D'OUVERTURE ( DE FERMETURE</p>	<p>Shoppers are prevented from entering large stores about half an hour before closing time.</p> <p>In small shops in villages it is expected that basic courtesies be respected.</p> <p>Times of opening and closing may vary, e.g. later closing times, longer lunch-time. Some shops are closed on Mondays all day. Some food shops, bakers' and some markets may open on Sunday mornings.</p> <p>"comme ça" would be appropriate indicate both type and quantity required.</p>

Functions/Notions	Speaking	Listening	Reading	Comments
Asking to buy items.				
(a) à la boulangerie	un croissant un (x) pains une(x) baguette(s) un pain au chocolat	Repetition of items opposite as appropriate.	PRIX DU PAIN PAIN BAGUETTE ECLAIR/TARTE	The price of bread is fixed by law in France - determined by weight. The learner should be aware of the variety of bread and cakes available.
(b) à la pâtisserie	un éclair/une tarte un esquimau une (x) glace(s) (à la fraise) (à la vanille) (au chocolat) (au café) un paquet de bonbons une tablette de chocolat		GLACES FRAISE/VANILLE CHOCOLAT/CAFE	
(c) à la charcuterie	une pizza/une quiche un (x) saucisson(s) une (x) tranche(s) de jambon un poulet du pâté		JAMBON PATE (MAISON) FROMAGES CAMEMBERT/BRIE BEURRE VOLAILLE	The pig's head is a common symbol seen outside the "charcuterie". There are many types of pâté available.
(d) à la boucherie	specific quantities of: steak haché/porc/agneau/côtelettes/ bifteck (haché)/veau			

Functions/Notions	Speaking	Listening	Reading	Comments
(e) à l'épicerie	<p>x grammes de beurre de (ce) fromage un peu mois/plus de brie une boîte de camembert un paquet ( de chips/café/thé/ sucre ( de biscuits x oeufs un (x) yaourt(s) nature(s) (or flavours, see ices) une (x) bouteille(s) d'huile d'eau minérale de vin rouge/blanc/rosé de limonade + other drinks un panier/un sac</p>	<p>du vin ordinaire?</p>	<p>CHIPS BISCUITS YAOURT NATURE VIN/EAU MINERALE LAIT LIMONADE KILO/GRAMMES LIVRE/PIECE PANIER POMMES/ABRICOTS PECHES/POIRES PRUNES/CERISES BANANES/ORANGES FRAISES/RAISINS TOMATES MELON ANANAS CONCOMBRE</p>	<p>Mineral water is very popular and many different types are available, often called by their brand names.</p> <p>"Une livre" is used in preference to "un demi-kilo"</p> <p>Several different types of tomato are available, which are not necessarily seen in Britain.</p> <p>It is quite acceptable to see people handling and sampling fruit and vegetables, when invited to do so.</p>
(f) au marché	<p>un (x) kilo(s) ) une livre ) une demi-livre cent grammes ) de... d" pommes/pêches/poires abricots/prunes/cerises bananes/oranges/fraises raisins/tomates/oignons champignons/ carottes/haricots /pommes de terre un(e)/deux/x plus above list as appropriate.</p>			

Topics/Notions	Speaking	Listening	Reading	Comments
<p>au tabac</p>	<p>un (x) melon(s) un (x) ananas un concombre</p> <p>un bic/un stylo/du papier à lettres une (x) carte(s) postale(s) une (x) enveloppe(s) un (x) timbres pour l'Angleterre à x francs</p>		<p>BIC/STYLOS CARTES POSTALES</p>	<p>A red cigar is the common symbol seen outside the "Tabac".</p> <p>Learners should be familiar with continental clothes and shoe sizes.</p>
<p>shopping departments large shops</p>	<p>Le rayon ( de vêtements ( de cadeaux ( de photo</p> <p>La parfumerie</p>	<p>as in Topic 4</p>	<p>SOUS-SOL REZ-DE-CHAUSSEE PREMIER (1er) ETAGE DEUXIEME (2ème) ETAGE TROISIEME (3ème) ETAGE QUATRIEME (4ème) ETAGE CINQUIEME (5ème) ETAGE</p>	<p>There is a limit to the number of articles customers are allowed to try on.</p>
<p>shopping on clothes</p>	<p>Jé peux essayer ce/cette/ces...? ( jean/tricot. ( tee-shirt/chapeau/maillot ( robe ( jupe ( sandales ( bottes ( gants ( lunettes de soleil</p> <p>C'est + size Avez-vous x en ( + size                           ( + colour                           en coton/en laine                           en nylon</p>	<p>Bien sûr Voulez-vous essayer? Voici les cabines  C'est quelle taille? C'est quelle pointure?  Nous n'en avons plus en x Mais nous en avons en + colour</p>	<p>ASCENSEUR RAYON DE VETEMENTS RAYON HOMMES / CHEMISES DAMES PANTALONS ENFANTS JEANS JUPES MAILLOTS de BAIN GANTS TRICOTS CHAPEAUX  TOUR DE POITRINE SOULES/RAPAIS SOUDÉ (ES)</p>	<p>Appropriate feminine and plural forms of adjectives should be learnt. "Matron" has no agreement.</p>

Functions/Notions	Speaking	Listening	Reading	Comments
	<p>bleu/blanc/vert rouge/marron/noir/jaune/gris</p> <p>Oui, c'est pour moi/lui/elle Non, c'est pour un enfant de x ans Oui je prends ce etc + article</p> <p>Ça va, oui Non c'est trop ( court ( long ( grand ( petit ( cher</p>	<p>C'est pour vous? qui?</p> <p>Cela vous plaît? Cela vous va?</p>	<p>PRIX REDUITS PRIX IMBATTABLES EN PROMOTION FIN DE SERIE FIN DE SAISON CABINES D'ESSAYAGE</p> <p>JENN COLLANT CHAUSURES CHAUSSETTES</p> <p>BIJOUX BAGUES COLLIER BRACELET PLAQUE OR PLAQUE ARGENT</p> <p>PHOTO TIRAGE</p> <p>LIBRAIRIE - PAPETERIE</p>	<p>In small clothes shops, alterations are often free, and done within 2 1/4 hours.</p>
Selecting jewellery	<p>Avez-vous un(e)/des (autre(s))</p> <p>( bague ( bracelet ( Boucles d'oreilles</p> <p>plus ( grand(e) (s) ( petit(e) (s) en + colour</p>			
Buying (a) film	<p>Une pellicule ( en noir et blanc ( en couleurs ( pour les diapos ( pour les photos</p> <p>Des flashes pour mon appareil un/une/des/du/de</p>	<p>C'est pour les diapositifs ou pour les photos?</p> <p>Combien de poses? 12, 20, 24, 36.</p>		



Functions/Notions	Speaking	Listening	Reading	Comments
(b) souvenirs	<p>jeu de boules bol porte-clefs rond de serviette poufée de la région pas comme ça - c'est dans la vitrine boîte(s) d'allumettes mouchoir briquet flacon de parfum Kleenex savonnette dentifrice shampooing eau de toilette brosse à dents peigne</p>	<p>C'est pour offrir? Voulez-vous un paquet cadeaux?</p>	<p>PRIERE de NE PAS TOUCHER S.V.P.</p> <p>SHAMPOOING pour cheveux ( gras ( secs ( normaux (anti-pelliculaires DENTIFRICE</p>	<p>"Shampooing" is pronounced "champwang"</p>
(a) Changing English into French money	<p>Je voudrais changer de l'argent/ x livres sterling (pièces Des (billets de x francs s.v.p. Avez-vous de la monnaie s.v.p.</p>	<p>Vous avez combien d'argent? Ça fait x francs Vous voulez des billets de x FF</p>	<p>CHANGE COURS/TAUX DE CHANGE FRAIS ACHAT/VENTE BILLETS DE BANQUE DEVICES CAISSE</p>	<p>Most common banks include BNP, Crédit Lyonnais, Crédit Agricole, etc. Banks open from 9.00 h. to 16.00 h. Some close from 12.00 to 14.00h. Banks are often closed on Mondays.</p>

Actions/Notions	Speaking	Listening	Reading	Comments
<p>Cashing a traveller's cheque</p>	<p>Je voudrais toucher un chèque de voyage</p>	<p>Votre passeport s.v.p. Veuillez-vous signer ( là Passez ) ( ici s.v.p. Attendez ) à la caisse Voilà x francs</p>		
<p>Cashing a cheque using a Eurocheque card</p>	<p>Je voudrais toucher un chèque</p>	<p>Votre passeport et votre carte Eurocheque, s.v.p.</p>		<p>A special Eurocheque card is now needed in order to draw money using personal cheques. Visa card or ordinary cheque cards may no longer be used. The amount to be drawn can be written in English or French money. Currency regulations should be checked before leaving the United Kingdom.</p>

## AIM

To provide the basic linguistic skills and background information necessary to enable the learner to cope with the various tasks involved in using a café-bar/brasserie or restaurant in a French-speaking country.

## OBJECTIVES

The learner should be able to:

1. attract politely the attention of the waiter/waitress;
2. ask for a table, and menu, as appropriate;
3. make enquiries concerning items on the menu, where appropriate, and understand the responses made by the waiter/waitress;
4. order any item of food and drink listed in this topic in a café or restaurant;
5. cope with a negative response and state an alternative preference;
6. settle the bill;
7. locate the toilets;
8. read and understand the items listed on the menu or price-list, together with other written information, signs and notices, as appropriate.

6. IN A CAFE - BAR/BRASSERIE - RESTAURANT

[illegible]

IN A CAFE - BAR/BRASSERIE - RESTAURANT

CAFE - BAR/BRASSERIE

Functions/Notions	Speaking	Listening	Reading	Comments
(b) snacks	<p>un sandwich ( au jambon ( au fromage ( au pâté ( au saucisson un hamburger/un hot-dog un croque-monsieur/madame une pizza/une quiche</p> <p>une assiette anglaise</p> <p>une crêpe ( au chocolat ( au sucre ( à la confiture</p> <p>une gaufre ( à la confiture ( à la chantilly ( à la bûnédictine</p> <p>une omelette ( nature ( aux fines herbes ( au fromage ( au jambon ( à l'espagnole</p> <p>des oeufs durs des oeufs sur le plat</p>	<p>Voulez-vous manger? Qu'est-ce que vous voulez?  tout de suite.</p>	<p>Items listed in the speaking section as they would appear on a price list</p> <p>SANDWICHES ... variés au fromage au saucisson au jambon au pâté</p> <p>HAMBURGER/HOT DOG/A EMPORIER CROQUE-MONSIEUR/MADAME PIZZA/QUICHE</p> <p>CREPERIE CRÊPES .. au chocolat au sucre à la confiture</p> <p>GAUFRES ... à la confiture à la chantilly à la bûnédictine</p> <p>OMELETTES .. nature aux fines herbes au fromage au jambon à l'espagnole</p> <p>OEUFS .. durs sur le plat</p>	<p>In small cafés it is expected that regular customers shake hands with the patron/garçon.</p> <p>"Croque-madame" is served with a egg on top.</p> <p>Pancakes and waffles are becoming increasingly popular.</p>

IN A CAFE - BAR/BRASSERIE - RESTAURANT

CAFE - BAR/BRASSERIE

Functions/Notions	Speaking	Listening	Reading	Comments
(b) snacks (cont'd)	des frites un croissant un cake/une pâtisserie une glace au/à la fraise/cassis chocolat/mocca vanille/pistache une boule x/une boule y	c'est tout? quel parfum? une grande ou une petite? une simple ou une double	FRITES  CAKE/PÂTISSERIE/CROISSANT GLACES ... fraise/cassis chocolat/mocca vanille/pistache pistache/une boule, x boules	The "cake" is usually wrapped in a cellophane packet.
3 Asking for a table	M./Mme/Mlle s.v.p. Je voudrais) une table Avez-vous ) pour x personnes/nous sommes x On peut manger?  Il faut attendre longtemps?	Vous désirez M/Mme/Mlle? Oui nous avons une table pour x personnes Oui, asseyez-vous là-bas Vous avez réservé? Je regrette, nous n'avons pas de tables libres (en ce moment) Il faut attendre x minutes Par ici/m./dames	RESTAURANT CAFE	It is compulsory for restaurant to display price lists outside.  The "menu" has two interpretations: a) a list of dishes available; b) a set menu at a fixed price to be offered between 19.00 and 21.00
4 Asking for the menu/drinks and making enquiries	le menu (touristique s.v.p. (à x francs on peut commander? le plat du jour ) la spécialité de la maison) qu'est-ce que c'est?	C'est (+ item from 3.d.)	A EMPORTER  COUVERT/VIN/SERVICE COMPRIS NON COMPRIS BOISSON EN SUS/PLAT du JOUR SPECIALITE MAISON	

IN À CNEE - BAR - RESTAURANT

RESTAURANT

Functions/Notions	Speaking	Listening	Reading	Comments
b) Ordering				
a) set menu	Pas encore	Vous avez choisi?	LE MENU TOURISTIQUE à x FRANCS	When ordering, the starter, main course and vegetables are usually ordered initially, then the dessert is chosen later.
b) à la carte	Le menu (touristique) à x francs Je voudrais manger à la carte	Qu'est-ce que vous voulez ... prenez	CARTÉ des VINS	
c) starter course	du/de la/des ... pâté radis au beurre/artichauts oeufs mayonnaise/moules (marinières) salade de tomates/fruits de mer potage/soupe de poisson à l'oignon un/deux etc. hors d'oeuvre crudités plat(s) d'escargots Qu'est-ce que vous avez comme soupe?	... comme entrée? Bon appétit! Que voulez-vous ...? Nous avons .....	AU CHOIX (items as listed opposite)	If ordering the set menu, one vegetable is usually taken with one dish.
d) main course and vegetables	du/de la/des/un/une/deux/le/la/ les etc. bifteck/steak (haché) (saignant (à point (bien cuit escalopes de veau	... comme plat principal?	FRUITS de MER MOULES MARINIÈRES HORS D'OEUVRE/CRUDITES/ARTICHAUTS ENTREE/POTAGE/SOUPÉ POISSONS VIANDES LÉGUMES FROMAGE DESSERT (plus items as listed opposite) CONFLETTES ESCALOPES	

RESTAURANT

Functions/Notions	Speaking	Listening	Reading	Comments
d) main course and vegetables (cont'd)	<p>coq au vin/côtelettes d'agneau</p> <p>poulet/canard (à l'orange) (rôti)</p> <p>rôti de boeuf</p> <p>sole meunière</p> <p>truite aux amandes</p> <p>cuissees de grenouilles</p> <p>petits pois</p> <p>frites</p> <p>haricots verts</p> <p>carottes/chou-fleur</p> <p>épinards/riz/pâtes</p> <p>poêmons (sautées)</p> <p>l'vapeur</p> <p>salade (verte)</p> <p>une/deux etc ..</p> <p>tarte aux pommes</p> <p>crème-caramel</p> <p>flan/yaourt</p> <p>fromage</p> <p>(+ other items from Level 1</p> <p>Topic 4)</p>	<p>... comme légumes?</p>	<p>POULET (rôti)</p> <p>CANARD</p> <p>RIZ</p>	
e) dessert		<p>... comme dessert?</p>		



IN A CAFE - BAR - RESTAURANT

RESTAURANT

Functions/Motions	Speaking	Listening	Reading	Comments
f) drinks	une/ x (bouteille (s) de vin (rouge (blanc (rosé une carafe(s) un pichet un vin (rouge (blanc (rosé Encore du x s.v.p.	... comme boisson?	BOUTEILLE PICHET	Wine is often served immediately, even before the food is brought.
6 Coping with alternative orders	Ça ne fait rien. Je prends ... (+ alternative)	Je regrette M./Mme./Mlle. Nous n'avons pas ( cela ( name of item ordered		The approximate service charge and the practice of tipping should be explained.
7 Settling the bill	Ça fait combien? L'addition s.v.p. Le service est compris?	Ça fait x francs Voilà l'addition Oui/non Le service ( est compris ( n'est pas compris	The learner should be able to understand the prices as listed on the price-list and on the bill. PRIX NET(S) SERVICE COMPRIS NON COMPRIS EN SUS T.V.A. TOILETTES - HOMMES = DAMES	Often there is only one toilet for both men and women in café/bars.
8 Locating the toilets	Où sont les toilettes s.v.p.? Il y a des toilettes ici?	oui ( au fond ( à l'extérieur ( là-bas		

Appendix 25

The 1986 N.R.E.B. Alternative Mode I  
Examination

Extracts

THE NORTH REGIONAL EXAMINATIONS BOARDGrading Committees, 1986Special NotesFRENCH - ALTERNATIVE MODE 11 Scheme of Examination

- Paper 1 - Written Examination (10%)
  - Reading Comprehension (30%)
- Paper 2 - Listening Comprehension (30%)
- Oral Examination - Role Play (20%)
  - Conversation (10%)

2 (a) Written Papers

The Written Examination is marked out of 35; the Reading Comprehension out of 56; the Listening Comprehension out of 50.

Scripts have been selected for each of the separate elements to cover the whole range of marks evenly.

The elements should be considered separately; the Committee is asked to determine a minimum contribution at each grade for each element.

The Committee is required to study the complete scripts of certain candidates before confirming the lowest total mark within each grade.

(b) Oral Examination

Examiners are trained to assess Role Play and Conversation separately in terms of CSE grades. These grades are converted to marks using the grade/mark scale shown overleaf.

3 Mark Processing

The work necessary to ensure that each part of the examination carries appropriate weight is carried out by computer. This involves scaling the Listening Comprehension against the Reading Comprehension to give a scaling sub-total of 60%. The remaining components of the examination are scaled against this sub-total to produce a 'working total' on which grades are determined.

4 Border-zones

Border-zones should be  $\pm$  2-3% of the 'working total' at each border.

5 Resolution of border-zones

- (a) Scaled school grade.
- (b) Minimum mark from the Listening Comprehension.

NAME .....

EXAMINATION  
NUMBER

--	--	--	--	--	--	--	--

**THE NORTH REGIONAL  
EXAMINATIONS BOARD**

# **CERTIFICATE OF SECONDARY EDUCATION**

**1986 EXAMINATION**

## **FRENCH ALTERNATIVE SYLLABUS PAPER 1**

**Reading Comprehension**

**Wednesday 23 April 1986**

**2.30 p.m. – 3.30 p.m.**

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**Read the following instructions carefully:**

Do not open this book until you are told.

Write your name and examination number in the spaces provided at the top of this page.

Answer **all** the questions on this paper in the spaces provided. You may not need to use all the lines.

Answers should be written in **English**. Complete sentences are not required provided all **relevant** matter is included.

---

You should attempt to answer **all** of the questions.  
Write your answers in **English** in the spaces provided.

1. Explain, in **English**, what numbers **6, 8, 10, 20** and **21**, taken from the key to a town plan, tell you.

LEGENDES	
1	Office de tourisme
2	Cathédrale
3	Palais de Justice
4	Bourse – Ch. de Commerce
5	Maison Nicolas-Venette
6	Musée d'Orbigny
7	Église N.Dame – Parking
8	Église St-Sauveur
9	Grosse Horloge
10	P.T.T.
11	Tour de La Lanterne
12	Tour de la Chaine
13	Tour Saint-Nicolas
14	Temple – Musée Protestant
15	Théâtre – Mais. de la Culture
16	Préfecture
17	Hôtel de Ville
18	Muséum d'hist. naturelle
19	Musée des Beaux-Arts Bibliothèque
20	Maison des Jeunes
21	Marché
22	Maison Henri II

- (a) 6 .....
- (b) 8 .....
- (c) 10 .....
- (d) 20 .....
- (e) 21 .....

2. Read the following excerpt from a travel brochure and then answer the questions in English.

### VISITES COMMENTÉES

L'Office de Tourisme - S.I. de La Rochelle vous propose diverses visites commentées.

Juillet et Août:

Visite historique de la ville. Tous les jours au départ de l'Office de Tourisme - 10, rue Fleuriau

— circuit pédestre : 10 h 00

— circuit en voiture à cheval : 14 h 30 et 18 h 00 (s'inscrire à l'avance)

— 1 fois par semaine, visite de La Rochelle Maritime en car. Départ 8 h, Cie Océcars, cours des Dames.

Pour les groupes de plus de 20 personnes; ces visites ont lieu toute l'année sur demande.

(a) On which days of the week can you visit the old part of town?

.....

.....

(b) How often can you visit La Rochelle Maritime?

.....

.....

(c) At what time do the visits to La Rochelle Maritime start?

.....

.....

3. While driving in France on the outskirts of Amiens, you see these signs. Which one would you follow if you wanted

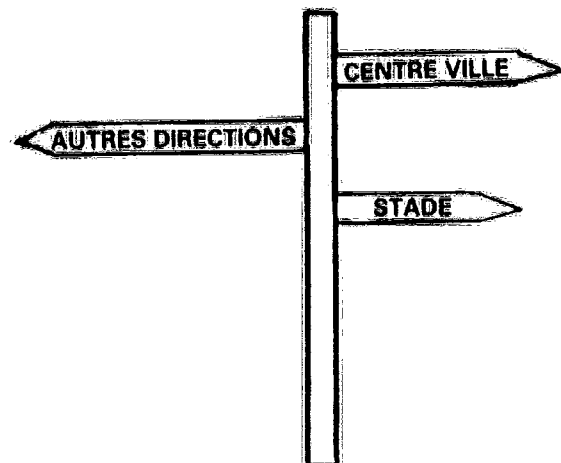
(a) To go into Amiens?

.....

(b) To go to Rouen?

.....

(Copy your answers from the signpost)



4. You see the following sign outside a garage. Name, in **English**, **two** services it offers the customer, apart from selling petrol.

LAVAGE AUTOMATIQUE
ESSENCE
PNEUS
GONFLAGE

.....

.....

5. You see this sign while driving in France. Explain, in **English**, the reason for following the diversion sign.

ROUTE BARREE
DEVIATION

.....

.....

.....

6. While shopping in a department store in France, you see the following advertisements. Read them carefully and answer the questions in English.

(a)

*Centre Commercial*  
**AUCHAN**

**Promotions valables du 26 Mai au 7 Juin 86**

**Ouvert le :**  
**lundi de 14 à 20 h**  
**les autres jours de 9 h à 20 h**

(i) What is happening between 26th May and 7th June?

.....

.....

(ii) On which day is the shop closed in the morning?

.....

(b)

<b>Shampooing LONGUEURS ET POINTES</b>	
le flacon de 250ml ..... <del>8,95</del>	<b>7,90 F</b>
	soit 31,60 F le litre
<b>Jambon épaule</b>	
découenné, dégraissé,	
8 tranches, le kg ..... <del>39,50</del>	<b>29,50 F</b>
<b>Camembert</b>	
<b>LE CHATELAIN</b>	
45% M.G.,	
la pièce de 250 g	<b>5,00 F</b>
<b>Yaourts nature</b>	
<b>VALOIS</b>	<b>6,30 F</b>
le pack de 12 × 125 g	soit 4,20 F le kg

(i) How much would you have to pay for cheese?

.....

(ii) What can you buy for 7,90 F ?

.....

(iii) How much ham would you get for 29,50 F ?

.....



6. (c)

ENFANT

<b>Lot de 2 paires de chaussettes boulette</b>	
50 % acrylique, 50 % polyamide, 27 au 40 .....	<b>19,95 F</b>
<b>Pantalon toile</b>	
100 % coton, 6 au 12 ans .....	<b>75,00 F</b>
<b>Chemise</b>	
manches courtes, 100 % coton, du 37 au 43 .....	<b>49,95 F</b>
<b>Maillot de bain</b>	
80 % polyamide, 20 % élasthane .....	<b>29,95 F</b>
<b>Veste</b>	
100 % coton, du 6 au 16 ans .....	<b>79,95 F</b>

(i) What would you have to pay for the socks in this advertisement?

.....

(ii) For whom would you buy them?

.....

(iii) Name the item, in English, which costs 75 F

.....

7. You are on a cross channel ferry. Say in English what you would expect to find in a locker marked:

GILET DE SAUVETAGE

.....

8. (a) You are going to catch a train. Which one of these signs would you follow? (Copy your answer from the sign)

ACCES AUX QUAIS	→
SORTIE	↑
CONSIGNE	←
RENSEIGNEMENTS	↑

- (b) You see this sign in a railway carriage. Explain in **English** what it means.

**NE PAS SE PENCHER AU DEHORS**

9. You are looking at some restaurant advertisements.

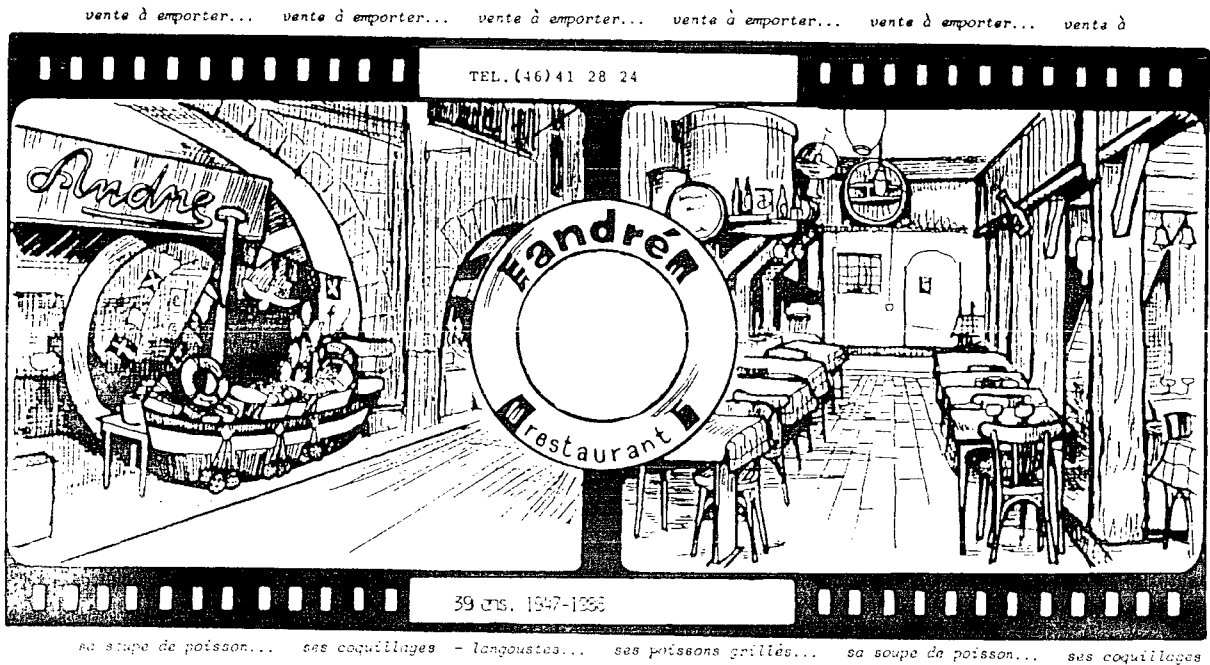
- (a) Name **three** things, in **English**, included in the price of every meal in this restaurant.

**RESTAURANT**  
**La Pomme au Four**  
 20, rue du Minage - LA ROCHELLE - Tél. (46) 41 47 42  
 A 200 m du PARKING VERDUN  
*dans un cadre agréable, autour d'un buffet*  
**DES MENUS VRAIMENT TOUT COMPRIS**  
 Tous avec Hors-d'œuvre, vin de Gamay, fromages à volonté,  
 dessert, café et service compris

- (i) .....
- (ii) .....
- (iii) .....

9. (b)

Do not  
write in  
this  
margin



(i) What do the words 'vente à emporter' at the top of this advertisement tell you?

.....

(ii) Say, in English, what type of food this restaurant specialises in.

.....

(c)

**CREPES – SHOW**  
est de retour à une nouvelle adresse  
54, bd du Montparnasse. - 222-01-81  
CREPERIE RESTAURANT  
Le plus grand choix de crêpes de Paris

What type of food does this restaurant specialise in?

.....

10. (a) You arrive at a bus stop, where you see this sign.  
What does it tell you?



(b) When you get onto the bus, what does this sign remind you to do?



(c) As you are sitting on the bus, you see these **three** notices

(i) APPUYEZ  
SUR LE  
BOUTON

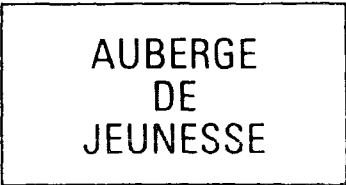
(ii) DEFENSE  
DE  
CRACHER

(iii) RESERVE AUX  
FEMMES  
ENCEINTES

Explain, in English, what each sign means

- (i) .....  
(ii) .....  
(iii) .....

11. (a) You see this sign on a building

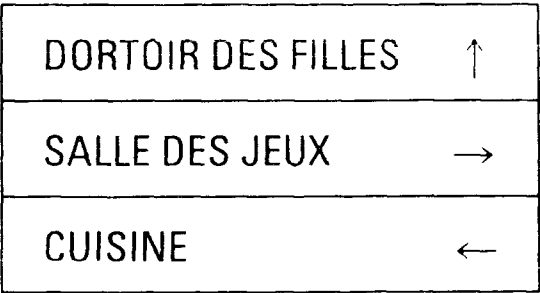


What does it mean?

.....

.....

(b) Inside, you see this sign.



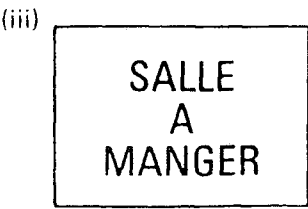
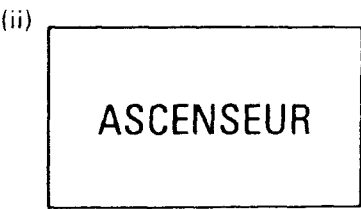
(i) What is straight ahead ↑ ?

.....

(ii) What is on the right → ?

.....

(c) You see these **three** signs in your hotel. Explain, **in English**, what each one means.



(i) .....

(ii) .....

(iii) .....

12. You are not feeling well and have bought some tablets. You read these instructions on the box.

## POSOLOGIE

ADULTES: 2 à 6 comprimés par jour

ENFANTS: 1 à 3 comprimés par jour

ATTENTION:

A AVALER

NE PAS CROQUER

NE PAS DEPASSER  
LA DOSE PRESCRITE

What do the **three** instructions, printed at the bottom of the label, tell you?

- (i) .....
- (ii) .....
- (iii) .....

13.

Do not  
write in  
this  
margin

**Omelette au naturel**

Préparation: 4 mn  
Faites cuire: 7 mn

5 oeufs, 25g de beurre, 5 cl d'eau, sel, poivre

Cassez les oeufs dans un bol, ajoutez sel, poivre, eau, battez bien.  
Mettez le beurre dans une poêle, faites chauffer. Versez les oeufs  
dans la poêle, faites cuire.

L'omelette doit être dorée à l'extérieur, baveuse au centre. Pliez  
en deux et glissez sur un plat ou une assiette.

You bring this recipe home with you and your friend asks you these questions about it. Write your  
answers **in English**.

(i) How long does the omelette take to cook?

.....

(ii) How much water is used?

.....

(iii) What **two** things, apart from water, must you add to the eggs in the bowl?

(1) .....

(2) .....

(iv) Where do you put the butter?

.....

14. You receive the following letter from a French friend.  
Read it carefully and then answer the questions in English.

La Rochelle, le 9 août

Chère amie

Merci de ta lettre. Tout va bien ici.  
Je m'amuse bien en ce moment. On a  
passé des vacances magnifiques en Espagne.  
À la plage, on a joué au volley avec  
des Anglais. On a loué un pédalo et on a  
beaucoup nagé.

Le soir, on est allé au parc d'attrac-  
tions, mais malheureusement, les discos étaient  
interdites au moins de 18 ans.

J'espère que tu aimes le collier que  
je t'envoie.

Ecris-moi bientôt

Marie

- (i) In which country did Marie spend her holidays?

.....

.....

- (ii) Mention **three** things she did during the day.

(1) .....

(2) .....

(3) .....

- (iii) What did Marie do in the evening?

.....

.....

- (iv) Why was she unable to go to the discos?

.....

.....

- (v) What gift is Marie sending you?

.....

.....



Appendix 26

The Cleveland Mode III Group Scheme  
Examination (1986)

Extracts

1986 Mode 3 Reading Test

Time Allowed 1 Hour

Instructions to Candidates

The reading test is made up of two sections, A and B.

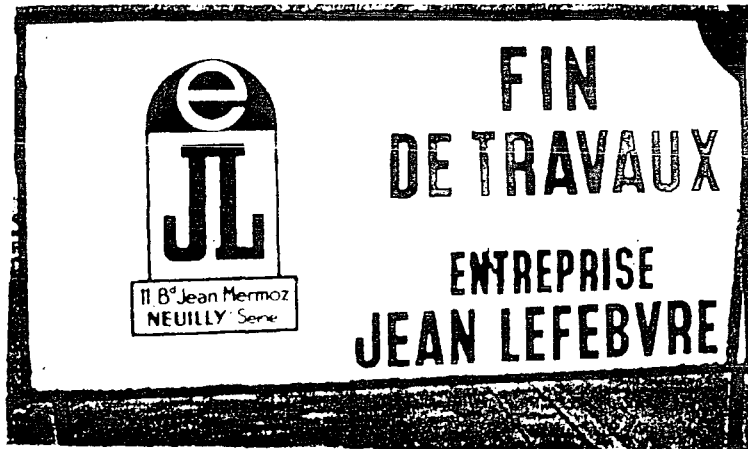
For Section A write your answers (in English, apart from where you need to copy something down in French) on the question paper in the space provided.

For Section B write your answers (in English) on the sheet of file paper provided.

You do not have to write your answers in complete sentences, but remember to include all relevant information.

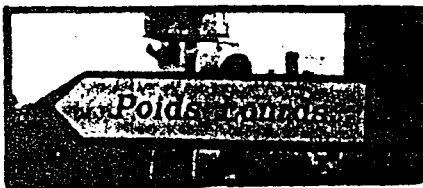
SECTION A - SHORT ITEMS (Note ans. = answer here)

Driving along a road in France you see many signs like the ones below.



Q.1. What does this one tell you?

ans.



Q.2. Who would follow this sign?

ans.

Your 10 year old brother is not well.  
Look at this label on the tablets you've bought.

Q.3. How many tablets should he take  
in one day?

ans.

Q.4. What warning is given about how to take  
these tablets?

ans.

**DOLIPRANE**  
BOTTU (paracétamol)

20 comprimés

**DOULEURS ET FIÈVRE**

**POSOLOGIE et MODE D'EMPLOI**

**ADULTES :** 2 à 6 comprimés par jour à avaler sans croquer. Pour les douleurs rhumatismales, selon les indications du médecin, on pourra prendre 4 fois 2 comprimés dans la journée.

**ENFANTS :** à partir de 6 ans : 1 à 2 comprimés par jour, à avaler sans croquer, en une ou deux prises.  
de 7 à 15 ans : 2 comprimés par jour, à avaler sans croquer, en une ou deux prises de 1 à 2 comprimés.

Voici la recette pour faire une omelette aux champignons :

Pour trois personnes il faut :

- 6 œufs
- 50 grammes de champignons.
- une pincée de sel
- une cuillerée à soupe d'huile (pour la faire cuire)

Préparation :

Coupez les champignons finement. Cassez les œufs et mettez-les dans un bol. Ajoutez le sel. Battez bien avec un fouet. Ajoutez les champignons et faites cuire dans la poêle pendant 2 minutes environ. Servez bien chaud.

Your pen-friend sends you this recipe. Answer the questions your mother asks about it.

Q.5. What exactly are you making?

ans.

Q.6. After breaking the eggs and putting them in the bowl, what do you do next?

ans.

Q.7. What information would you find below this sign?

ans.

**TRAINS  
EN  
PARTANCE**

## CAMPING

Référence au Guide Michelin



# Les Grenettes

17740 SAINTE-MARIE - ILE-DE-RÉ

(Ouvert de mars à novembre)

Confort, plage à 200 mètres, restaurant, super-marché, laverie, location de bicyclettes  
DISCOTHÈQUE à 200 mètres - ÉQUITATION à 300 mètres

Réservation : tél (46) 30.22.47

8. This camp-site has a restaurant and disco. Mention 3 other things which might attract you to stay there.

ans. (i)

(ii)

(iii)

You see this information by your hotel telephone.

Q.9. What number would you dial if you wanted a chemist?

ans.

Q.10. Who is M. Lucot on 45.15.29?

ans.

### APPELS URGENTS EN CAS DE DANGER



**Médecin de Garde**  
M. LUCOT, tél. 45.15.29

**Ambulances**  
BERTHELOT, tél. 45.01.70  
COUTANCEAU, tél. 45.13.00

**Hôpital:** tél. 45.17.77

**Police Secours:** tél. 17

**Pompiers:** tél. 45.00.18

**Dentiste de Garde**  
M. FOUILLARD, tél. 45.08.80

**Pharmacie de Garde**  
LAFOREST, place du Parvis, tél. 45.01.72

**Vétérinaire de Garde**  
Dr HAEBIG, tél. 45.12.40

DEFENSE D'ENTRER  
À  
TOUS VEHICULES

Q.11 When driving in France, what does this sign tell you?

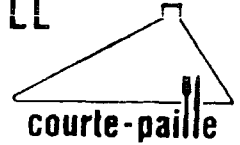
ans.

Q.12. What are you told about the opening times at this restaurant?

ans.

## RESTAURANT-GRILL

on vous reçoit  
jusqu'à 22 h  
tous les jours



CAEN - Av. Côte-de-Nacre  
PÉRICENTRE 3

grillades au feu de bois  
TÉL. (31) 94.70.52

## NOS PROMOTIONS Du 29/03 au 11/04.

CAFE EN GRAINS CARTE NOIRE GRAND MERE LE PT 500g.....	18,95
CAFE MOULU CARTE NOIRE GRAND MERE LE PT 250g	9,50
MARRON ENTIERS D'AUCY LA BTE 4/4.....	8,20
ANANAS AU SIROP TRANCHE ENTIERE LA BOITE 3/4.	3,50
ABRICOTS AU SIROP DE GRECE LA BTE 4/4.....	3,80
PECHES AU SIROP DE GRECE LA BTE 4/4.....	3,70
COCKTAIL DE FRUITS ITALIE LA BTE 4/4.....	4,95
THON NATUREL ALBACORE PETIT NAVIRE LA BTE 1/4	5,70
SARDINE A L'HUILE PARMENTIER LA BTE 1/3	4,70

Look at this information at  
a supermarket.

Q.13 What is the meaning of 'PROMOTIONS'?

ans.

Q.14. How much is a tin of pineapple?

ans.

Here is some information about  
camp-sites.

Q.15. When is 'Les Aulnes'  
camp-site open?

ans.

## CAMPINGS

REFE- RENCE	NOMS	DATES D'OUVERTURE	PRIX SÉJOUR 4 PERSONNES			
			1 jour	1 semaine	15 jours	1 mois
C 1	La Source***	toute l'année	55			
C 2	L'Eau Vive**	avril à fin septembre	50			
C 3	Ami-Ami**	mai-juin juillet			560 et 700 avec électricité	
C 4	Les Aulnes**	toute l'année		350	660	
C 5	La Meule Motte**	avril à fin octobre		150	290	560
C 6	La Bien Assise****	mai à fin septembre	39 par nuit / 2 personnes.			
C 7	Municipal Hesdin**	avril à fin septembre		175 (3 pers.)		
C 8	Le Blanc Pignon*	toute l'année	55			

Read this letter from Jean-Pierre to his pen-friend Gary, then answer the questions on it in English.

La Rochelle  
mercredi 5 Février 86

Cher Gary

Merci pour ta lettre. Quelles matières est-ce que tu étudies à l'école? Moi, j'étudie le Français, l'Anglais, les sciences, les maths, le dessin, l'histoire et la géographie.

J'aime les maths, mais je préfère les sciences. Je me lève d'habitude à sept heures et je vais à l'école en car. Je rentre à la maison pour déjeuner et le soir, je quitte l'école à quatre heures et demie.

Quels sont tes passe-temps préférés? Moi, j'aime aller à la maison des jeunes, écouter des disques et jouer au babyfoot.

Écris-moi bientôt

Ton ami François,  
Jean-Pierre

Q.16. What is Jean-Pierre's favourite subject at school? ans.

Q.17. How does he get to school? ans.

Q.18. Where does he have his lunch? ans.

Q.19. What two things does he like to do at the Youth Club?

ans. (i)

ans. (ii)

**CINÉMA**  
**Jeanne-d'Arc**  
**56190 MUZILLAC**

Vendredi 26, Samedi 27, Dimanche 28 Août - à 20 h 30

**LA LUNE DANS LE CANIVEAU**

Drame de Jean-Jacques Beineix avec Gérard Depardieu,  
Nastassia Kinski, Victoria Abril

(interdit aux moins de 18 ans)

Outside a cinema you see this film advert.

Q.20 What does 'interdit aux moins de 18 ans' mean?  
ans.

Q.21. What does this sign in a shop window mean?  
ans.



You see this sign in a Metro train.

Q.22 For whom are the seats reserved?  
ans.

**R.A.T.P.**  
**CES PLACES SONT RESERVEES**  
**PAR PRIORITE**  
**AUX MUTILES DE GUERRE**

**Demande d'emploi:**  
**Jeune fille, 18 ans, parlant anglais,**  
**ayant fait hôtellerie et commerce**  
**cherche travail Dieppe ou environs.**  
**Juillet et août. Tel. 74-62-18 le matin.**

Look at this small advert in  
the local newspaper, and then  
answer the questions.

Q.23. Who is looking for work? ans.

Q.24. Which other language does this person speak? ans.

Q.25. When does this person want to work? ans.

Q.26. When does this person wish to be contacted? ans.



# Le Touquet c'est aussi le Chat Bleu

«L'endroit bien connu des amateurs de bons chocolats»



Le Chat Bleu

Marque Déposée

47 bis, rue St-Jean



☎ 05.03.86

le Chocolatier Confiseur  
du Touquet depuis 1912

« Faire un Chat Bleu ! »

Expression devenue traditionnelle au Touquet

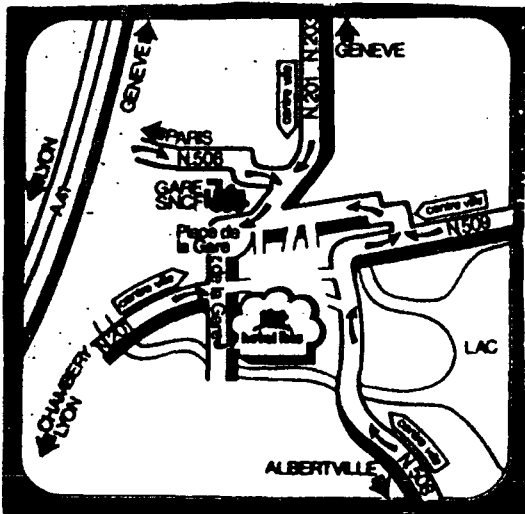
C'est choisir et déguster une ou plusieurs parmi nos 80 spécialités de bouchées

LA BOUTIQUE (sans succursale), est ouverte TOUS LES JOURS de Mars à Décembre  
Nocturne jusqu'à minuit tous les jours en saison (Juillet et Août) et pendant les week-end hors saison  
Le Samedi jusqu'à Minuit - Le Vendredi soir jusqu'à 22 h. Le Dimanche soir jusqu'à 21 h.

Q.27. What does this shop sell? ans.

Q.28. What evening is it open until 9 p.m.? ans.

This is the town plan of Annecy.



Q.29 If you were coming into Annecy from Lyon, and wanted to get to the town centre, which road would you follow?

ans.

Q.30. What type of road is a 'N' road?

ans.

# HOTEL de la FORÊT ★★NN

*Chambres tout confort*  
*avec Bain, w.-c., Téléphone*

73, RUE DE MOSCOU  
 62520 LE TOUQUET

— Tél. (21) 05.09.88 —

R.C. A 326 283 264

GUIDES : Michelin et Etrangers

Imp. Henry - Montreuil

Q.31. What are the 3 facilities offered with each room?

ans. (i)

ans. (ii)

ans. (iii)

## les urgences

You need urgent medical treatment after an accident late at night.

Q.32. Which hospital do you contact?

ans.

### POLICE SECOURS

Tél. 17

### POMPIERS

Tél. 18

### COMMISSARIAT CENTRAL

quai de Rohan - Tél. (97) 21.19.16

Annexe, rue de Verdun

Tél. (97) 21.15.02

### GENDARMERIE

rue Ducoëdic - Tél. (97) 64.27.17

### HOPITAL BODELIO

Tél. (97) 37.51.33

Soirs, nuits, samedis et jours fériés

Tél. (97) 37.65.25

### HOPITAL MARITIME

Tél. (97) 21.03.48 et 21.14.01 (Ch. 18)

### HOPITAL PSYCHIATRIQUE CHARCOT

Caudan - Tél. (97) 05.71.60

### CENTRE DE RÉÉDUCATION

FONCTIONNELLE DE KERPAPÉ

Tél. 82.94.19 - 82.50.50

futur numéro 33.70.50

### CLINIQUE MUTUALISTE

21, rue Etienne Dolet - Tél. (97) 64.24.83

### S.O.S. AMITIÉ

Lorient - Tél. (97) 21.19.99

### URGENCE EAU

Mairie Lorient - Bd Gal Leclerc

Tél. (97) 21.20.51

### CENTRE ANTI-POISONS

Rennes - Tél. (99) 59.22.22

### DÉPANNAGES EDF-GDF

Tél. (97) 76.30.62

# UCPA

**nouveau  
été 84**

du 16 juin au 22 sept.

**CYCLOTOURISME  
EN BRETAGNE**

**2 semaines  
650 F**

## UNE DÉCOUVERTE TONIQUE EN TOUTE LIBERTÉ

L'UCPA a sélectionné des itinéraires en Bretagne pour vous permettre de vivre deux semaines de vacances hors du commun.

Les deux premiers jours sont consacrés à la préparation de la randonnée et à la mise en train. Le troisième jour, vous partez à la découverte de la Bretagne avec un moniteur diplômé (un cyclomoteur ou une moto avec remorque pour les bagages lourds, accompagne la caravane).

Ponctué de haltes en pleine nature, ces itinéraires vous font découvrir Penmarc'h, Douarnenez, Fouesnant, Quimper, la pointe du Raz, etc. Des noms à vous enivrer d'air pur. (hébergement aux centres UCPA de Beg Meil ou Aber Wrac'h, camping ou bivouac).

You see this advert for a holiday, in a magazine.

Q.33. What sort of holiday is advertised?

ans.

Q.34. The holiday costs 650F. How long does it last?

ans.

1986 Mode 3 French Reading Test - Short Items

Teachers Mark Scheme

<u>? No</u>	<u>Marks</u>	<u>? No</u>	<u>Marks</u>
1. end of road works	1	20. no under 18's	1
2. (heavy) lorries etc.	1	21. sale	
3. 2 per day	1	22. war wounded	1
4. do not chew	1	23. young girl	1
5. <u>mushroom</u> omelette	1	24. English	1
6. add salt	1	25. July (1) and	
7. train departures	1	August (1)	2
8. <u>any 3 from</u> comfort; beach;		26. morning(s)	1
supermarket; laundry;		27. sweets/chocolate	1
bike hire; riding	3	28. Sunday	1
9. 45.01.72	1	29. N201	1
10. doctor	1	30. main/trunk/'A' road	1
11. no entry (1)		31. candidates may write	
to all vehicles (1)	2	telephone	
12. open every day (1)		W.C. (toilet)	
until 10 p.m. (1)	2	bath	
13. special offers	1	<u>give mark for bath only</u>	1
14. 3F 50	1	ignore other two	
15. all year	1	32. Hopital Bodelio	1
16. science	1	33. cycling	1
17. coach (accept bus)	1	34. 2 weeks	1
18. at home	1		
19. i) listen to records	1		
ii) play table football	1		
		<b><u>TOTAL</u></b>	<u>40</u>
			<u>==</u>
		add total (out of 10)	
		for Section B	10
			<u>==</u>
		final total for	
		reading test out of	<u>50</u>
			<u>==</u>

Section B.

Letter A

Read the following letter carefully.

Hôtel "Le Mercure",  
9, Rue de la Gare,  
13008 Marseille,  
France.

Tel (63) 61-54-88

Marseille le 7 Juin

Monsieur,

Je viens de confirmer votre réservation: deux chambres pour la période du 1er au 10 juillet, et j'ai le plaisir de vous envoyer les renseignements demandés.

Tout d'abord, vous avez le choix entre la pension complète et la demi pension.

Le prix pour la pension complète est 300F par personne par jour : sont compris la chambre, le petit déjeuner et deux repas, c'est-à-dire le déjeuner et le dîner.

Pour la demi pension (petit déjeuner et chambre) le prix est de 100F par jour. Bien entendu, les enfants en dessous de sept ans paient demi tarif.

Les chambres sont au deuxième étage, il y a un ascenseur. Il y a une douche et un cabinet de toilette dans chaque chambre.

Le parking est situé derrière l'hôtel. La piscine et la salle des jeux sont gratuites pour nos clients.

Veuillez agréer, Monsieur, mes sincères salutations

P. Fabre.

You receive the above letter as a reply to one you wrote booking accommodation at an hotel. Your parents ask you to check the following:

1. What dates have been booked for your stay at the hotel?
2. What is included in "pension complete"?
3. The price reduction mentioned in the letter applies to whom?
4. Where will your rooms be?
5. Name two facilities available in each room?
6. Where is the car park?
7. How much would you pay to use the swimming pool or games room?

Chère Karen,

Je suis bien arrivée chez moi il y a quinze jours, et je voudrais te remercier de mon séjour à Middlesbrough. Je m'excuse du retard mais quand je suis arrivée chez moi j'ai eu un rhume des foies qui m'a rendue très malade. Le médecin m'a dit de rester à la maison et m'a donné des gouttes. Ça va beaucoup mieux maintenant!

Je me suis très bien amusée chez toi et j'ai surtout aimé la journée que nous avons passée à Durham. J'ai de très belles photos de la cathédrale et de toi près du château. Tu te rappelles la promenade en canot sur la rivière?!

Remercie ta mère de ma part. J'aime bien la cuisine anglaise et j'ai très bien mangé chez toi..... et maintenant je suis au régime! Veux-tu bien m'envoyer la recette pour le gâteau - il était si délicieux. J'aimerais le faire pour mon anniversaire, le vingt-quatre juin.

Le voyage du retour était très agréable; la traversée était bonne car il faisait beau et la Manche était calme. Dans le train j'ai rencontré un garçon très sympa qui s'appelle Guy. Il rentrait aussi l'Angleterre, de Londres où il a travaillé dans une usine pendant ses vacances. Je le vois quelquefois le weekend.

Hier soir Guy et moi nous sommes allés au cinéma où nous avons vu "Témoin", un film d'épouvante. Samedi prochain je vais rencontrer mon copain au parc d'attractions.

Voilà donc de mes nouvelles - je dois finir maintenant car j'ai beaucoup de devoirs d'allemand. C'est dur l'allemand mais le professeur est gentil. Je sais que tu passes tes examens en ce moment; je te souhaite bonne chance, surtout en français,

Ton amie

Lydie

Questions (answer in English)

1. How long is it since Lydie arrived home?
2. What illness has Lydie had?
3. What treatment did the doctor recommend, and what did he give her?
4. Where is Karen on the photo?
5. What did the two girls do in Durham?
6. What does Lydie say that she must do now she is back in France?
7. What does Lydie ask Karen to send her?
8. What is happening on 24th June?
9. What two reasons does she give for the good crossing?
10. What was her new friend doing in London?
11. When did she see him last?
12. What kind of film is "Témoin"?
13. When and where will she see him again?
14. What kind of homework has she got?
15. What does she tell us about this subject?
16. What does she say about her teacher?

1986 Mode 3 Reading Test (Long Item) Section B

Teachers Mark Scheme

	<u>Points</u>
1. How long is it since Lydie arrived home? - fortnight/2weeks/15 days	1
2. What illness has Lydie had? - hay fever	1
3. What treatment did the Doctor recommend, and what did he give her? - stay at home/indoors (1) drops (1) (accept rest or stay but must have at home or indoors to score the point).	1 + 1
4. Where is Karen in the photo? - at/near the castle (anything appropriate to do with castle scores point)	1
5. What did the 2 girls do in Durham? - boat trip	1
6. What does Lydie say she must do now she is back in France? - diet	1
7. What does Lydie ask Karen to send her? - recipe	1
8. What is happening on 24th June? - birthday	1
9. What <u>two</u> reasons does she give for the good crossing? - fine (1) sea calm (1)	1 + 1
10. What was her new friend doing in London? - working (1) in factory (1)	1 + 1
11. When did she see him last? - last night (accept yesterday evening).	1
12. What kind of film is "Témoin"? - horror	1
13. <u>When</u> and <u>where</u> will she see him again? - (next) Saturday (1) at fun fair (1) (not necessary to have next to score first point).	1 + 1
14. What kind of homework has she got? - German	1
15. What does she tell us about this subject? - hard	1
16. What does she say about her teacher? - nice (gentle is not acceptable).	1

---

total points 20

====  
Divide total (out of 20) by 2 to give final total for Section B out of 10

### Cleveland Level 4 French, 1986/87

Please find enclosed the 1986/87 Level 4 French papers. You should have two copies of all candidates papers, together with two copies of each of the teachers guides.

There are materials for

- |              |   |
|--------------|---|
| 1. Writing   | (a) Candidates paper<br>(b) Teachers guide  |
| 2. Listening | (a) Candidates paper<br>(b) Teachers guide and text<br>(c) Tape for the listening test  |
| 3. Reading   | (a) Candidates paper<br>(b) Teachers guide  |
| 4. Speaking  | (a) Oral examination mark sheet<br>(b) Sheet of "combination cards"<br>(c) Teachers guide to Role Play tests<br>(d) Role play guide and mark scheme with suggested responses<br>(e) Three sets of pupil role play cards (different colours according to sections)<br>(f) General conversation - teachers notes and grid |

### MARK WEIGHTINGS

After marking the tests, the final totals will first be out of 200, made up of the following:

(a) <u>speaking</u>	role play (3 x 12) out of 36 conversation out of 24	total 60
(b) <u>writing</u>	2 letters each out of 30 giving raw total of 60 divide score out of 60 by 2 to give final score out of 30	total 30
(c) <u>listening</u>	total score out of 60	total 60
(d) <u>reading</u>	short items out of 40 letter out of 10	total 50
		<hr/> total 200 <hr/>

Divide score out of 200 by two to give final percentage mark.  
Leave  $\frac{1}{2}$  marks alone.

Appendix 27

The Cleveland Graded Tests for Levels I,  
II and III. (1986)

Extracts





Your Ref

Our Ref: 201/RH/K/86



Please reply to

County Education Officer

Education Offices,  
Woodlands Road,  
Middlesbrough, Cleveland TS1 3BN  
When telephoning please ask for

Mr. R. Hulcoop

Tel (0642) 248155 Ext 2972

4 June 1986

Dear Colleague,

Cleveland Graded Tests in French, 1986/87

I enclose the tests you have requested, and would ask you to read the following information in connection with them.

1. Levels One and Two

These are the new tests for 1986/87. With each set of tests you should receive two copies of the materials necessary to administer the speaking, reading and listening sections.

Please note that the listening test has been recorded this year, with both the Level One and Level Two tests being recorded on the same tape. There is a gap in between the two levels. The actual French text on the tape has been repeated three times but the English scenario spoken only once. For this test pupils should write their answers on ordinary file paper.

For the reading tests at both levels we have produced a special pupils answer sheet. This does not of course have to be used if you do not want to. Ordinary file paper is perfectly acceptable. The reason for including a special answer sheet is in response to those colleagues who said that they liked the idea.

As in previous years the reading and listening sections are out of 35 (weighting 35%). The speaking test at Level One is out of 20, a score which should be increased by  $\frac{1}{3}$  to give the speaking test final weighting of 30%. At Level Two the speaking test is out of 15, a score which should be doubled to give the final weighting of 30%.

A mark summary at Levels 1 and 2 is as follows

Reading - test out of 35 - no change to give final weighting of 35%

Listening - test out of 35 - no change to give final weighting of 35%

Speaking Level 1 test out of 20 - increase by  $\frac{1}{3}$ , final weighting of 30%

Level 2 test out of 15 - double score to give final weighting of 30%

Cont. ...

To: All French Depts.,  
involved in the 1986/87  
series of Graded Tests.



2. Level Three

Level Three has been available for some time now, the original test of 1984 is still valid, and there is no harm in referring to it in this letter. Colleagues who have requested the Level Three materials should note that there is a writing test in addition to tests in the other three skill areas. The listening test is recorded with each item recorded three times. There is a full text of the recorded script for teachers. Full details concerning the administration of the Level Three tests accompanies the pack, which again comprises two copies of each of the materials plus the tape of the listening test.

3. Level Four

The Level Four tests, like at Level Three, include test items on all four skills. Once again the listening test is recorded, with each item repeated three times, and there is a full text of the recorded script for teachers. The Level Four pack comprises two copies of each of the necessary materials with tape, and full details for the administration of the tests comes with the pack. Colleagues should ignore any reference to Mode Three in the materials. You will recall that for about twenty schools these tests have just been administered as a Group Mode Three and therefore many of the references on the papers will be to the Mode Three scheme. The 1986 Mode Three has of course now become the 1986/7 Level Four. On one point however some clarification is necessary because for the Mode Three the oral test had to be recorded, for Level Four which is of course completely internal to Cleveland it does not have to be put on tape (not unless you find it easier to record the test and mark it later from the tape). As far as the general conversation part of the oral is concerned, please continue to use the grid and follow the detailed procedures to reach the right mark for this part of the oral test.

4. Copying

You will notice that for each test (with the exception of the listening tape) the pack comprises two copies of each of the materials. Schools are expected to copy the appropriate numbers of pupils papers according to their needs.

5. Pass Mark

For the tests at all Levels the overall pass mark will be 50% with the usual compulsory 40% minimum in each individual skill area to succeed. Certificates are available from Advisers Services as is usual, but please do support telephone requests with the official order form in the usual way.

In conclusion I hope that this clarifies a number of issues relating to the new graded tests. Please do not hesitate to contact me if you have any further queries.

With best wishes,

Roger Hullcoop

Cleveland Level One French Reading Test 1986/87Instructions for Candidates

1. Write your answers on the paper provided
2. At the top of your answer paper, first complete the spaces marked.

NOM \_\_\_\_\_

PRENOM \_\_\_\_\_

CLASSE \_\_\_\_\_

Ask your teacher now if you have any questions.

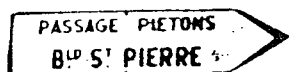
You may now start the test. There is no time limit. Answer as carefully as you can.

This is the key to a map of Vendôme. Study it carefully.

- |                           |                            |
|---------------------------|----------------------------|
| 1. Tour Saint Martin      | 13. Gendarmerie            |
| 2. Sous-Préfecture        | 14. Centre Commercial      |
| 3. Hôtel de Ville         | 15. Marché                 |
| 4. Hôtel du Saillant      | 16. Porte Saint-Georges    |
| 5. Lycée Ronsard          | 17. Camping                |
| 6. Eglise de la Madeleine | 18. Caisse d'Epargne       |
| 7. P.T.T.                 | 19. Commissariat de Police |
| 8. Syndicat d'Initiative  | 20. Gare S.N.C.F.          |
| 9. Palais des Fêtes       | 21. Château                |
| 10. Abbaye                | 22. Piscine                |
| 11. Musée                 | 23. Cinéma                 |
| 12. Vieille ville         | 24. Jardin Public          |

Q1. Write down the number of the following places you wish to visit.

(a) post office (b) old town (c) park (d) market place

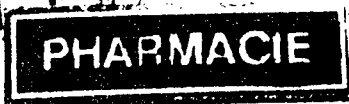
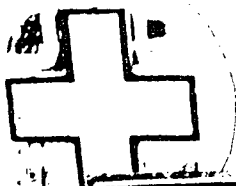


Q2. You see this sign in Boulevard St. Pierre. What is it telling you?

Expo  
salles du fond  
**OUVERT**  
de 14h à 20h  
du mardi  
au samedi  
ou sur rendez-  
vous. tél. 336.1617

2.

Q3. On which two days are we told this shop is open?

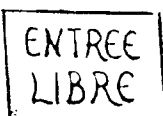


Q4. In which shop would you buy the following? (Copy from the signs)

a) pâté

b) stamps

c) travel sickness tablets



Q5. On the door of a shop you see this sign.  
What does it tell you about the shop?



Q6. You have this money in your change  
Write down

- (a) how many francs you have  
(b) about how much this is worth in English money

12 yaourts nature,  
«Senoble»

12,10

**7,50**

Chips «Flodor»,  
le sachet de 225 g

6,15

**5,60**

Beurre Paysan,  
doux ou demi-sel,  
les 500 g

14,73

**13,50**

Fromage 25% M.G.,  
«Fromince»,  
les 200 g

8,05

**5,90**

Saucisson pur porc, aux noix,  
le kg

**59,50**

Jambon blanc supérieur,  
découenné, dégraissé,  
le kg

54,40

**48,50**

**LAIT PATURELLE**  
U.H.T., 1/2 écrémé  
le litre

**2,42**

**2,15F**

Q7. From the above list find the price of the following foods

(a) ham

(b) butter

(c) cheese

<b>Le d'Arlagnan</b>	
<i>Vous proposez au BAR</i>	
<b>SERVICE RAPIDE...</b>	
Croque monsieur	3'
Croque madame	3'50
Hot dog	3'50
Saucisses frites	3'50
Oeufs au plat	2'
Steak frites	7'
Assiette charcuterie	7'
Oeufs plat jambon	3'
Jambon blanc frites	4'
<i>Chaque plat est servi avec une salade</i>	

Q8. Choose three different snacks from this list.  
Write down in French what you would choose  
and state in English what you expect to get.

Q9. What is a "diabolo-menthe"?

Q10. You are at the sea-side. There are two food stalls.  
One sells 'CRÊPES' and other sells 'GAUFFRES'  
Which would you prefer? Say what it is in English.

Q11.

A EMPORTER

In a café you see this sign. What does it mean?

<b>LE MARIGNY</b> BAR TABAC SERVICE NON COMPRIS à l'appréciation de la clientèle 10F.50	<b>LA CAFÉTERIA</b> 26 quai Duperré MERCI SERVICE ET TAXES COMPRIS 6F.50	<b>CAFÉ DE LA PAIX</b> rue Chaudrier 18.30 PRIX NET MERCI
<b>BAR LE MARÉCHAL</b> rue Gambetta SERVICE NON COMPRIS 15F.00	<b>CAFÉ</b> Crêperie <b>LE MOKA BAR</b> rue Thiers 9F.20 SERVICE COMPRIS	<b>BAR DE</b> L'HÔTEL DE VILLE 8F.40 MERCI

Q12 Give the name of a  
café where you would  
not have to leave a  
tip.



Q13. Which of these  
toilets is for  
men?  
(Copy from the  
sign)

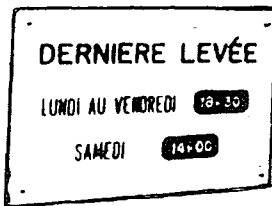
Q14. What does this  
machine sell?

Hommes

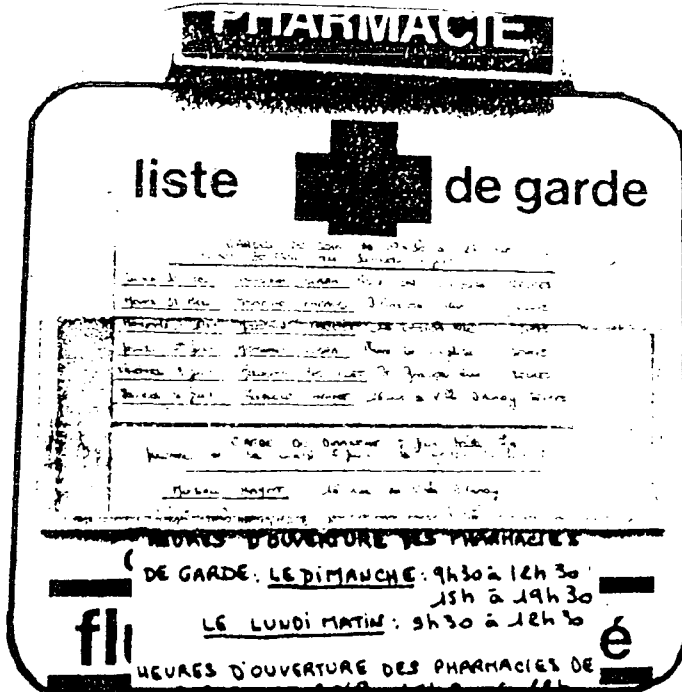
Femmes



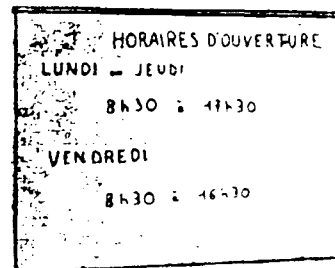
Q15. What does this sign tell you?



Q16. You see this sign outside a post office  
What happens at 18.30H and 14.00H

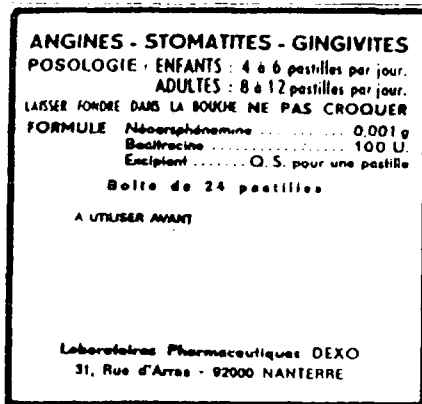


Q17. Where would you find this list useful?



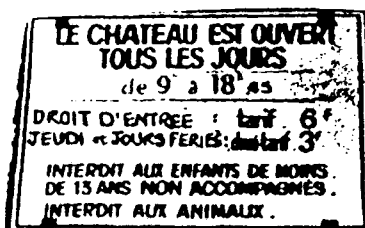
Q18. (a) What is this notice about?

(b) On which day are the times different?

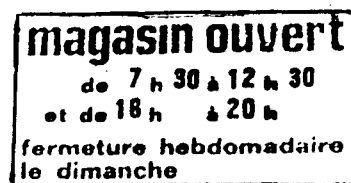


Q19. (a) What dosage is recommended for children

(b) What special advice are you given about how to take them.



On which days is the entrance fee three francs?



Q21. This shop will re-open at 16.00h  
What time is this?

<u>1986/87</u>	<u>Level I French Reading Test</u>	<u>Mark Scheme</u>
		Marks
1.	(a) 7 (1) (b) 12 (1) (c) 24 (1) (d) 15(1)	4
2.	Says where pedestrians may cross (or similar)	1
3.	Tuesday (1)      Saturday (1)	2
4.	(a) Charcuterie (traiteur)(1) (b) tabac (1) (c) pharmacie (1)	3
5.	You may go in and look around (or similar)	1
6.	(a) 8 francs (1) (b) 70.80p (1)	2
7.	(a) 48,50F (1) (b) 13,50F (1) (c) 5,90 (1)	3
8.	Maximum of two marks to be awarded for correct choices (no marks for hot dog)	2
9.	A drink made with lemonade and mint cordial (or similar)	2
10.	As appropriate PANCAKES or WAFFLES (1)	1
11.	You can take the food out (1)	1
12.	La Caf��teria or Caf�� de la Paix or Le Moka Bar (1)	1
13.	Hommes (1)	1
14.	Stamps (1)	1
15.	Letter box (1)	1
16.	Collections (1)	1
17.	When you are looking for a chemist (1)	1
18.	Opening times (1)      Friday (1)	2
19.	4 - 6 per day (1) <b>allow</b> it to melt in mouth (1) <u>accept</u> don't crunch etc.	2
20.	bank holidays (1)      Thursdays (1)	2
21.	4.00 p.m. (4 in the afternoon) (1)	1
TOTAL		35 Marks



1986/87 Level 1 Reading Test

Candidates answer sheet

nom :

prénom :

classe :

- |     |    |    |    |    |
|-----|----|----|----|----|
| 1.  | a) | b) | c) | d) |
| 2.  |    |    |    |    |
| 3.  |    |    |    |    |
| 4.  | a) | b) | c) |    |
| 5.  |    |    |    |    |
| 6.  | a) | b) |    |    |
| 7.  | a) | b) | c) |    |
| 8.  | a) |    |    |    |
|     | b) |    |    |    |
|     | c) |    |    |    |
| 9.  |    |    |    |    |
| 10. |    |    |    |    |
| 11. |    |    |    |    |
| 12. |    |    |    |    |
| 13. |    |    |    |    |
| 14. |    |    |    |    |
| 15. |    |    |    |    |
| 16. |    |    |    |    |
| 17. |    |    |    |    |
| 18. | a) | b) |    |    |
| 19. | a) | b) |    |    |
| 20. |    |    |    |    |
| 21. |    |    |    |    |

Cleveland Level Two French Reading Test 1986/87

Instructions for Candidates

1. Write your answers on the paper provided.
2. At the top of your answer paper, first complete the spaces marked.

nom.....

prénom.....

classe.....

Ask your teacher now if you have any questions.

You may now start the test. There is no time limit. Answer as carefully as you can.

**PARC D'ATTRACTIONS  
de  
MOTTEVILLE**

Q1. What is being advertised here?

14 Juillet

**Devant l'HOTEL DE VILLE**  
La Ville de Versailles  
et l'Office de Tourisme présentent  
**FEU D'ARTIFICE**  
"Le Tour du Monde en Montgolfière"  
Avenue de l'Europe

Q2. What entertainment is being offered at the Hotel de Ville?

Q3. What is the date for the entertainment?  
(Answer in English)

**COMPOSEZ VOUS-MÊME VOTRE BILLET  
CONSERVEZ-LE JUSQU'À LA SORTIE**

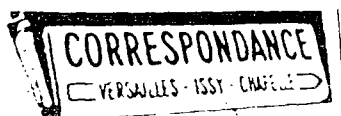
Q4. Getting onto the bus you see this sign  
What is it reminding you to do?



A



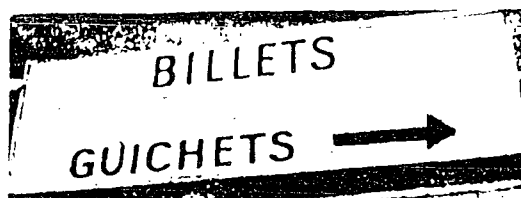
C



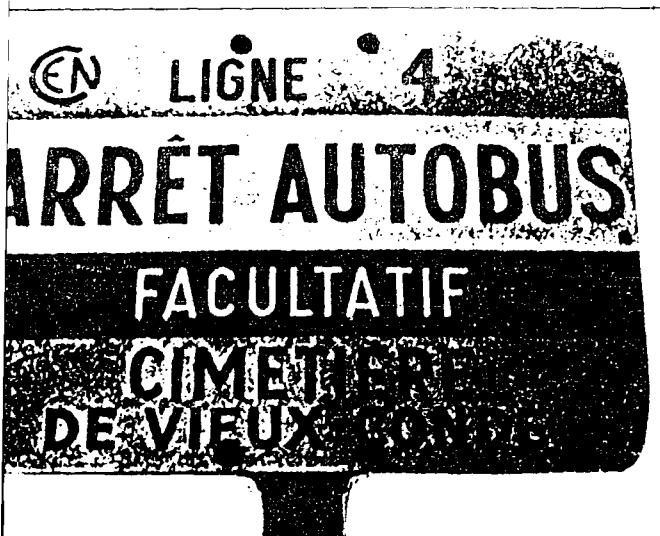
B

Q6. Which of these signs would you follow when changing trains in the underground. Write down A, B, or C.

Q7. You are in the underground. Where would this sign lead you to?



Q7. What does the word FACULTATIF tell you about this bus stop?



Q8. What can you hire here?



Q9. What does this sign tell you about the car park?

#### PROMOTIONS

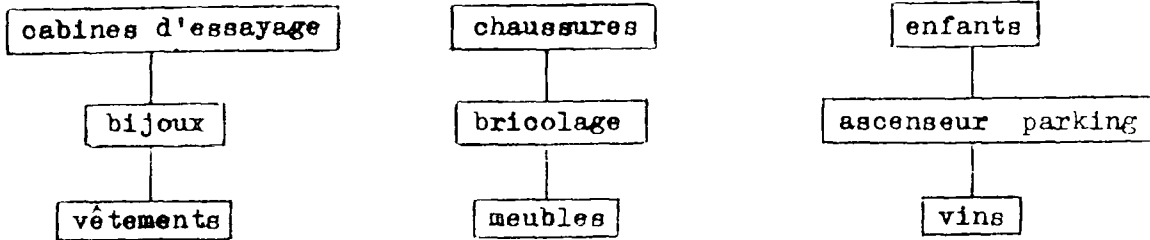
bagues .....	30,00
colliers .....	27,50
bracelets .....	19,50
boucles d'oreilles ..	32,50

Q10. How many francs would a necklace cost you in this shop?



Q11. Why would you be interested in the goods displayed in this shop?

## HYPERMARCHÉ 'MAMMOUTH'



Q12. In a hypermarket, which of these signs would you look for in order to

- a) look at some training shoes
- b) find the lift
- c) buy a tee shirt
- d) try on something
- e) buy a necklace
- f) buy a present for your baby brother.

(copy from the sign)

PRIERE DE  
NE PAS  
TOUCHER S.V.P.

Q13. What is this sign telling you?

RESERVÉS AUX  
FEMMES ENCEINTES  
MUTILÉS DE GUERRE

Q14. In the underground train you see this sign on some seats. What does it tell you?

RESTAURANT 'LE CHÊNE VERT'

(ouvert tous les jours)

20, promenade Clemenceau  
Les Sables-d'Olonne

tél. 32-09-47

Menu Touristique à 40FPotage  
Assiette de charcuterie  
Oeuf mayonnaiseCoq au vin  
Côtelette de porc  
Sole meunièreFromage  
Crème caramel  
Pâtisserie

- boissons en sus -

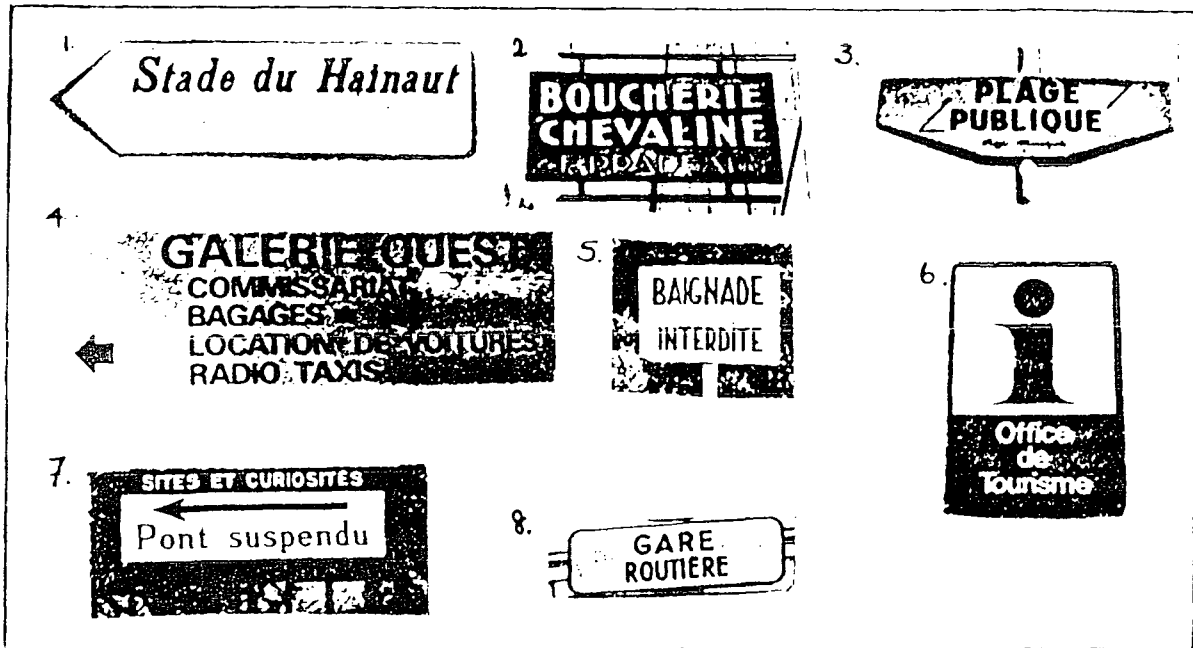
B. Carte des vinsBordeauxChâteau Margaux 116F  
St. Emilion - Château Cachon 55F  
Médoc - Château Blaignan 35FBourgogneMuits St. Georges 76F  
Côtes de Beaune 60F  
Beaujolais Villages 30F  
Julienas 35F  
Mâcon Rouge 32FChampagnesBollinger 100F  
Tattinger 80F  
Pol Roger 110FRéserve du patronle pichet 25F  
.....rouge ...  
blanc ...  
rosé ...

Q15. a) Order a meal for yourself from A, and write down in English what you have chosen.

b) What is not included in the price of A?

c) What is B?

d) What exactly can you order from B for 25 francs?



Q16. Write the number of the sign you would follow if

- a) you required information about the town.
- b) you needed the police
- c and d) you wanted to enjoy yourself? (put down the number of two places)
- e) you wanted to catch a bus
- f) you wanted to buy some meat.

**TOUS RENSEIGNEMENTS**

Q17. This sign can be seen in many places.  
What service is being offered?

**SHAMPOOING  
pour  
CHEVEUX SECS**

Q18. For what type of hair is this shampoo?

1986/7 Level 2 French. Reading Test  
Teachers' Mark Scheme

	<u>Marks</u>
1. Fun-fair (1)	1
2. Fireworks (1)	1
3. Thursday (1) 14 July (1)	2
4. Have your tickets stamped	1
5. B (1)	1
6. Ticket offices (1)	1
7. You have to stop the bus (or similar e.g. request stop)	1
8. Bicycles (1)	1
9. You have to pay	1
10. 27, 50 (1)	1
11. End of line/reduced prices (1)	1
12. (a) chaussures (1) (b) ascenseur (1)	2
(c) vêtements (1) (d) cabines d'essayage (1)	2
(e) bijoux (1) (f) enfants (1)	2
13. Not to touch	1
14. Reserved for pregnant mothers (1)	1
war injured people (1)	1
15. (a) choose from soup/cooked-meats/egg mayon.	1
chicken in wine/ <b>pork</b> chop/sole (fish)	1
cheese/caramel custard/cake	1
(b) drink (1)	1
(c) wine list (1)	1
(d) Carafe of wine (1) wine alone (0)	1
16. (i) 6 (1) (v) 8 (1)	2
(ii) 4 (1) (vi) 2 (1)	2
(iii) <b>1,3</b> or 7 (1)	1
(iv) <b>1,3</b> or 7 (1)	1
17. Information	1
18. Dry	1

**TOTAL** 35 points

Level 2 Reading Test 1986/87

Candidates Answer Sheet

nom :

prenom :

Classe :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12. a) d)

b) e)

c) f)

13.

14.

15. a) b)

c)

d)

16. a) d)

b) e)

c) f)

17.

18.



## Level Three French

### General Notes for Teachers

#### 1. Contents of Level 3 pack

- (a) General notes
- (b) Speaking test
  - i) role play tests - teachers guide
  - ii) 3 sets of each of 5 coloured cards (A to E)
- (c) Writing test
  - i) teachers mark scheme
  - ii) pupils paper
- (d) Listening test
  - i) pupils question paper
  - ii) teachers text and mark scheme
  - iii) tape of listening test
- (e) Reading test
  - i) pupils question paper
  - ii) teachers mark scheme

#### 2. Mark Weightings and Raw Scores

- (a) The Reading Test has a raw score out of 60. The overall mark weighting is 30%. You should therefore divide the raw score by two. Do not alter  $\frac{1}{2}$  marks.
- (b) The Listening Test has a raw score of 30, which is the same as the overall mark weighting of 30%. The raw score can therefore stand.
- (c) The Writing Test has a raw score out of 20. The overall mark weighting is 10%. You should therefore divide the raw score by two. Do not alter  $\frac{1}{2}$  marks.
- (d) The Speaking Test has a raw score out of 30 which is the same as the overall mark weighting of 30%. The raw score can therefore stand.

#### Summary

Reading	out of 60 ÷ by 2	=/30%
Listening	out of 30 remains	=/30%
Writing	out of 20 ÷ by 2	=/10%
Speaking	out of 30 remains	=/30%
		<u>/100%</u>

When all the marks have been reduced where indicated to their final mark weighting, add them up and find the final percentage mark.

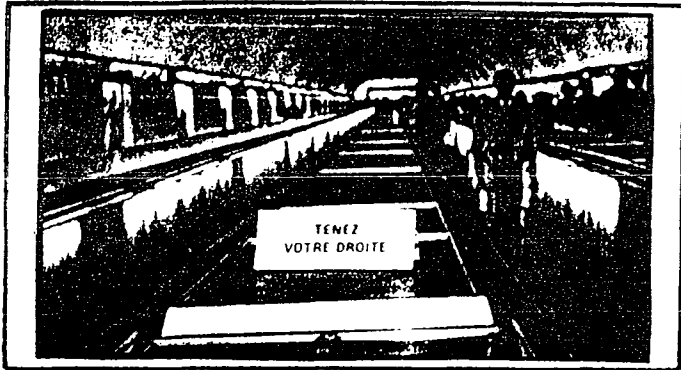
One particular point to note is this : please try and avoid doing the writing test at the same time as the reading test. If you have to do both tests within the one time span then do the writing test first and collect in the answer sheets before allowing candidates to do the reading. This is because elements in the reading may prove useful to candidates when attempting the writing test.

Addendum - Levels Three and Four

The pass mark at Levels Three and Four is the same as at Levels One and Two, namely 50% overall, with a minimum of 40% in each of the skill areas which, at these Levels includes a written element.

- Level 3 heading Test i) answer on the file paper provided  
ii) answer in English unless otherwise told

Section A Short Items



What does this sign tell you to do?

Douanes françaises

Where might you see this sign?

Petit Déjeuner servi au Restaurant de 8h à 9h30  
servi en Chambre: supplément 3F par personne

You have been charged an extra 3F on your bill for breakfast. Why?

**HORAIRES  
DES SERVICES  
DE LA S.N.C.F.**

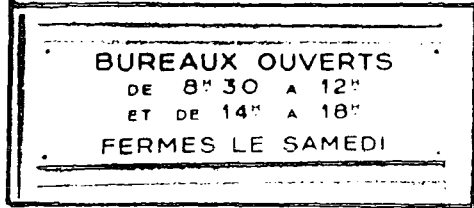
What information would you find in this brochure?

**DANGER  
RALENTIR  
CHAUSSEE DEFORMEE  
SUR 200M**

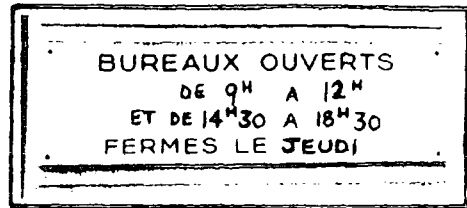
This sign says DANGER, SLOW DOWN  
Why?

6.

a)

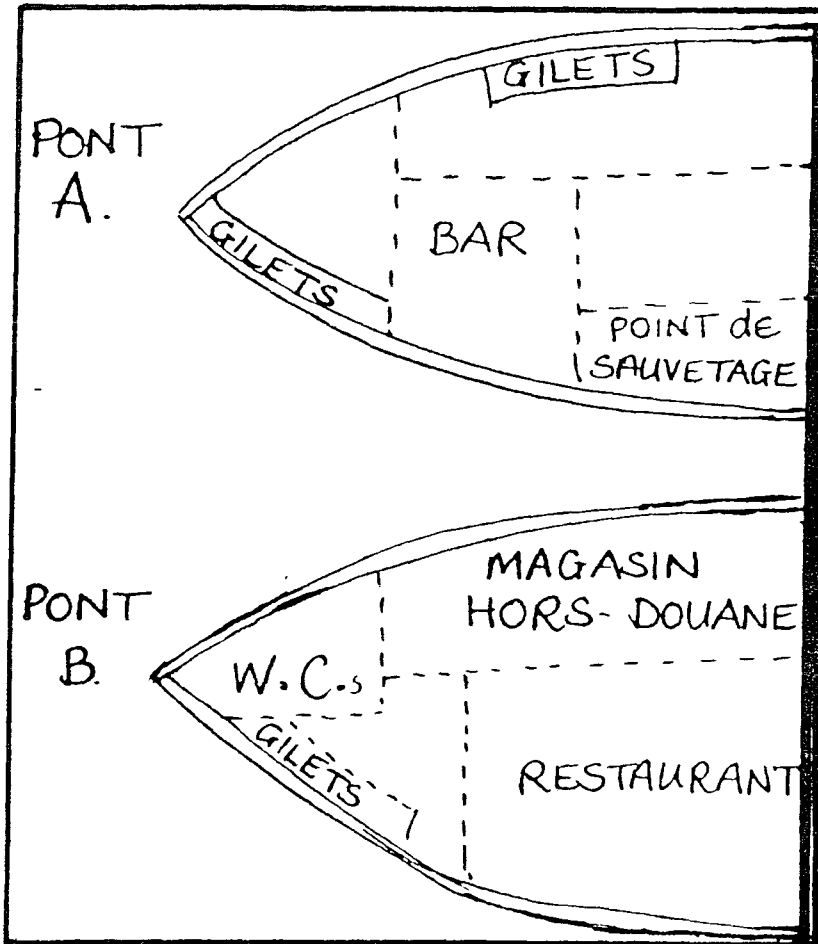


b)



It's 11.30 on Thursday. At which of these 2 places, a) or b), can you change your money?

7.

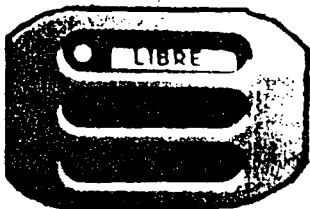


Look at the diagrams of part of the decks on a cross channel ferry.

i) In case of emergency, from which deck, A or B, would you be able to leave the ferry if necessary?

ii) What can be found on both decks?  
(Answer in English)

8.



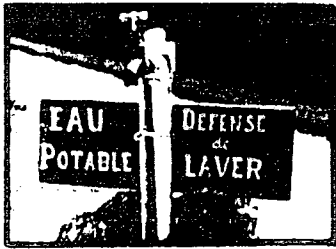
You see this sign on a toilet door  
What does it mean?

9.



What does this sign tell you?

10.



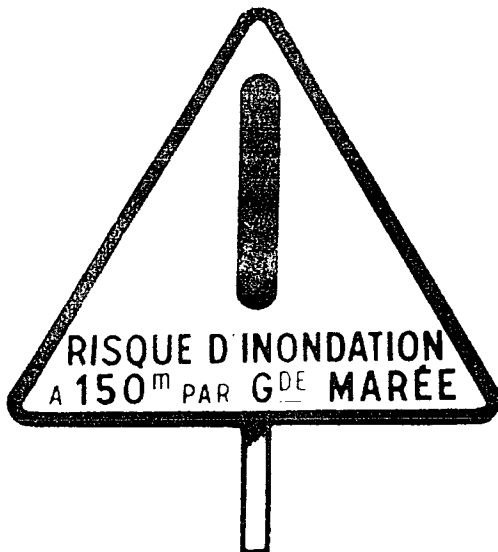
You see this signpost at a campsite  
What two things does it tell you?

11.



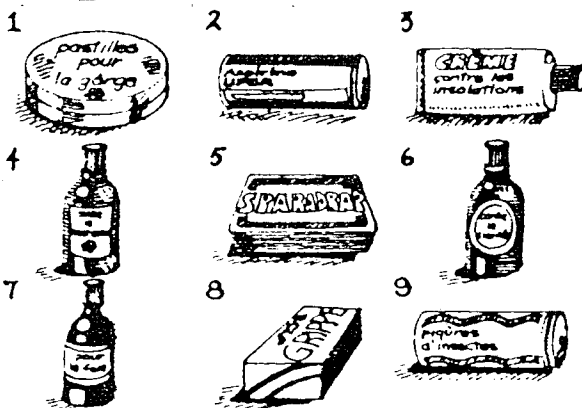
What service on the train  
does this sign advertise.

12.



What does this sign warn you of?

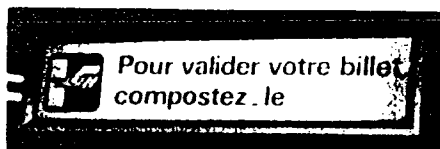
13.



Write down the number of the article  
you would buy if

- a) you had flu
- b) you needed a plaster
- c) you had been stung by an insect
- d) you had a sore throat.

14.



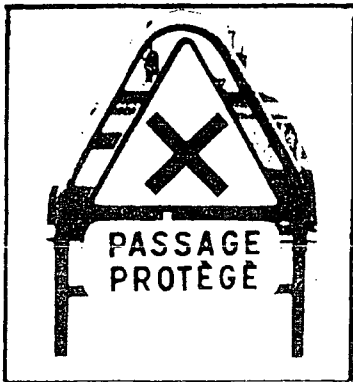
What does this sign say you must do?

15.



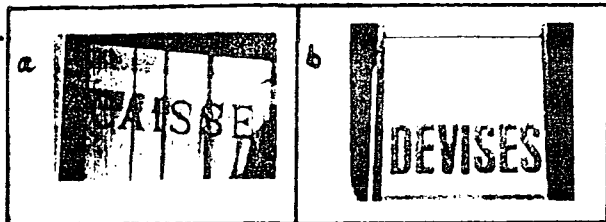
What does this tell you about the train entering the station?

16.



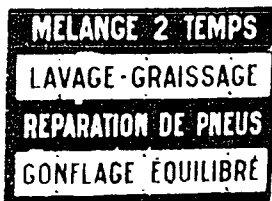
If you see this sign at the crossroads, do you have right of way?

17.



You are in a bank, and see these two signs. What do they mean?

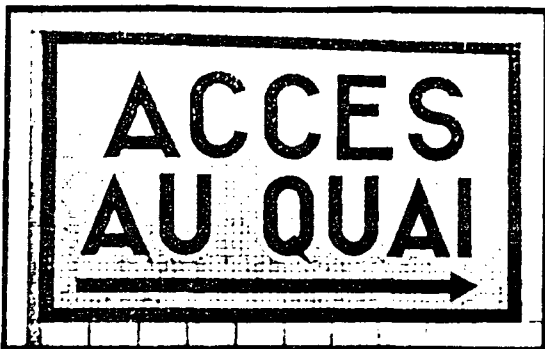
18.



You see this sign at a garage.

- a) What can you have repaired here?
- b) What does LAVAGE refer to?

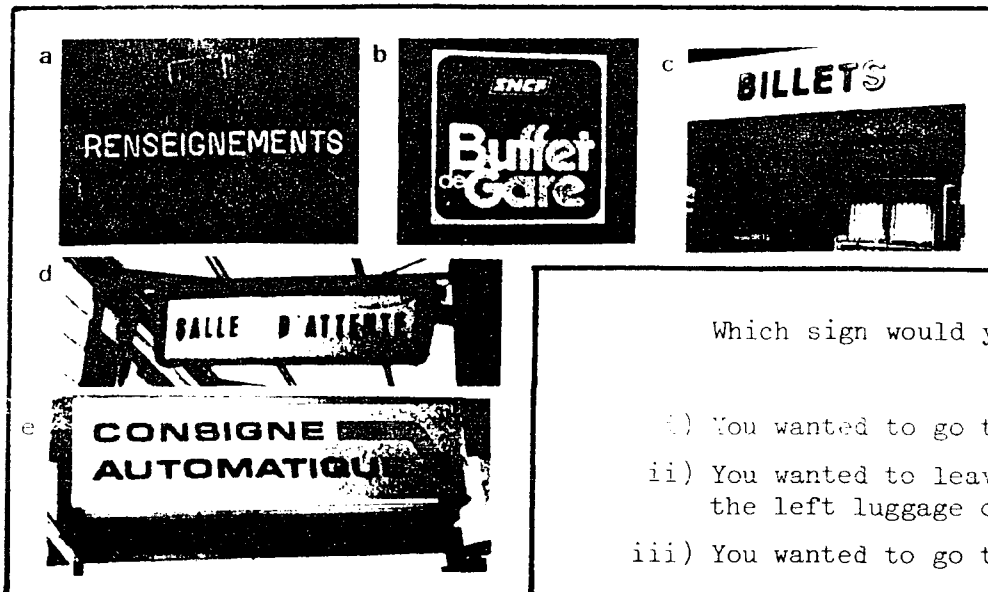
19.



You are at the station.

Why would you follow this sign?

20.

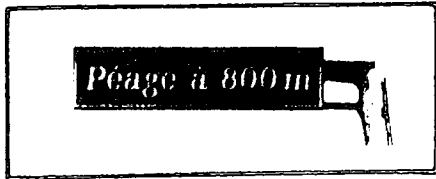


Which sign would you follow if

- i) You wanted to go to the waiting room
- ii) You wanted to leave your luggage in the left luggage office.
- iii) You wanted to go to the information office
- iv) You wanted to buy your tickets.

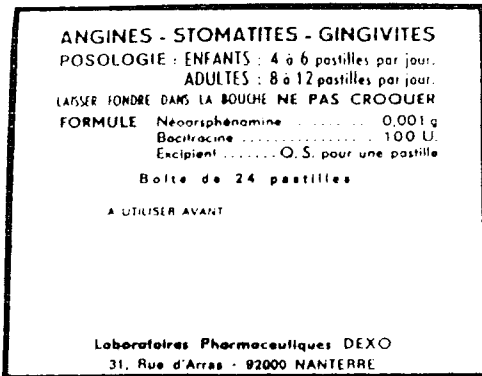
(write a,b,c,d,or e for each question)





25.

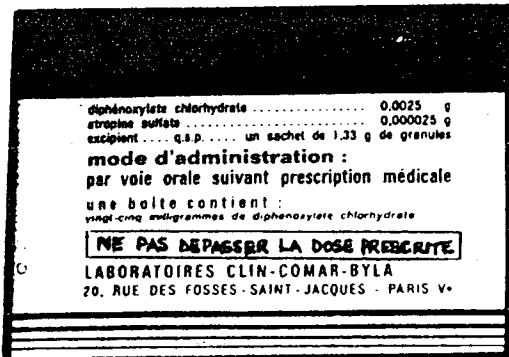
What does this sign tell you?



26.

You read this information on a box of aspirin tablets.

What does the word "POSOLOGIE" mean?



27.

What warning is printed on this box?

(Answer in English)

Now turn over to section B - two letters



Section B.

Letter A

Read the following letter carefully.

Hôtel "Le Mercure",  
9, Rue de la Gare,  
13008 Marseille,  
France.

Tel (63) 61-54-88

Marseille le 7 Juin

Monsieur,

Je viens de confirmer votre réservation: deux chambres pour la période du 1<sup>er</sup> au 10 juillet, et j'ai le plaisir de vous envoyer les renseignements demandés.

Tout d'abord, vous avez le choix entre la pension complète et la demi pension.

Le prix pour la pension complète est 300F par personne par jour : sont compris la chambre, le petit déjeuner et deux repas, c'est-à-dire le déjeuner et le dîner.

Pour la demi pension (petit déjeuner et chambre) le prix est de 100F par jour. Bien entendu, les enfants en dessous de sept ans paient demi tarif.

Les chambres sont au deuxième étage, il y a un ascenseur. Il y a une douche et un cabinet de toilette dans chaque chambre.

Le parking est situé derrière l'hôtel. La piscine et la salle des jeux sont gratuites pour nos clients.

Veuillez agréer, Monsieur, mes sincères salutations

P. Fabre.

You receive the above letter as a reply to one you wrote booking accommodation at an hotel. Your parents ask you to check the following:

- . What dates have been booked for your stay at the hotel?
- . What is included in "pension complete"?
- . The price reduction mentioned in the letter applies to whom?
- . Where will your rooms be?
- . Name two facilities available in each room?
- . Where is the car park?
- . How much would you pay to use the swimming pool or games room?

Section B.

Letter B.

Read the following letter carefully.

Camping du Cheval Blanc  
5, Rue du Languedoc  
11380 Narbonne Plage  
France  
Tel (68) 26-16-32

Narbonne le 20 avril

Monsieur,

J'ai bien reçu votre lettre du 3 avril et nous serons heureux de vous accueillir dans notre camping.

Notre terrain de camping se trouve à environ 200 mètres de la plage. Vous pouvez garer la voiture près de l'emplacement réservé pour votre caravane.

Le camping est ouvert du mois de mai à la fin de septembre. Si vous n'avez pas de voiture, il y a un service d'autobus entre le camping et la ville voisine qui s'appelle Narbonne. Le centre de Narbonne est assez grand. Il y a la vieille ville avec son château, sa cathédrale et son musée. Narbonne est une ville calme, loin des embouteillages et du bruit des grandes villes.

En été il fait **toujours** beau, très chaud et généralement il ne pleut pas. Dans la région il y a beaucoup de forêts, mais en été les risques d'incendie y sont grands.

Nous espérons que ces **renseignements** vont vous être utiles.

Veuillez agréer, Monsieur, l'expression de nos sentiments distingués.

P. Béranger

Your family has just received this letter from France. You have to check the following.

1. Where is the camping site situated?
2. Where can you park your car?
3. When is the site open?
4. What do you find out about the bus service?
5. Name three places of interest in Narbonne
6. What are two of the things you are told about the weather?
7. What danger is mentioned in the forest?

Level 3 Reading Test      Mark Scheme

1.	keep to the right	1 pt
2.	customs (accept port-airport)	1 pt
3.	served in your room	1 pt
4.	train (1) timetable (1)	2 pts
5.	uneven road surface	1 pt
6.	a)	1 pt
7.	i) a	1 pt
	ii) lifejackets	1 pt
8.	it's free/empty/vacant	1 pt
9.	duty chemist (Chemist only scores ½ pt)	1 pt
10.	a) drinking water	1 pt
	b) washing not allowed	1 pt
11.	sleeping compartment/car	1 pt
12.	floods/flooding	1 pt
13.	a) 8	1 pt
	b) 5	1 pt
	c) 9	1 pt
	d) 1	1 pt
14.	punch/stamp your ticket	1 pt
15.	coming <u>from</u> Caen	1 pt
16.	yes	1 pt
17.	a) cash desk/till	1 pt
	b) changing money	1 pt
18.	a) tyres	1 pt
	b) car wash	1 pt
19.	to get to the platform	1 pt
20.	i) d	1 pt
	ii) e	1 pt
	iii) a	1 pt
	iv) c	1 pt
21.	swallow it	1 pt
22.	no parking	1 pt
23.	i) c	1 pt
	ii) d	1 pt
	iii) b	1 pt
24.	4,82F (must be all correct for point)	1 pt
25.	toll/have to pay	1 pt
26.	dosage	1 pt
27.	don't exceed the stated dose	1 pt.

Read the following letter carefully.

Hôtel "Le Mercure",  
9, Rue de la Gare,  
13008 Marseille,  
France.

Tel (63) 61-54-88

Marseille le 7 Juin

Monsieur,

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Le prix pour la pension complète est 300F par personne par jour : sont compris la chambre, le petit déjeuner et deux repas, c'est-à-dire le déjeuner et le dîner.

Pour la demi pension (petit déjeuner et chambre) le prix est de 100F par jour. Bien entendu, les enfants en dessous de sept ans paient demi tarif.

Les chambres sont au deuxième étage, il y a un ascenseur. Il y a une douche et un cabinet de toilette dans chaque chambre.

Le parking est situé derrière l'hôtel. La piscine et la salle des jeux sont gratuites pour nos clients.

Veuillez agréer, Monsieur, mes sincères salutations

P. Fabre.

You receive the above letter as a reply to one you wrote booking accommodation at an hotel. Your parents ask you to check the following:

- |    |  |         |
|----|--|---------|
| 1. | What dates have been booked for your stay at the hotel?        |         |
|    | 1st - 10th (1) July(1)   | = 2 pts |
| 2. | What is included in "pension complete"?                        |         |
|    | room(1) breakfast lunch and dinner, or all meals(1)            | = 2 pts |
| 3. | The price reduction mentioned in the letter applies to whom?   |         |
|    | children under 7 (must have all to score)                      | = 1 pt  |
| 4. | Where will your rooms be?                                      |         |
|    | second Floor   | = 1 pt  |
| 5. | Name two facilities available in each room?                    |         |
|    | shower (1) toilet (1)  | = 2 pts |
| 6. | Where is the car park?   |         |
|    | behind the hotel   | = 1 pt  |
| 7. | How much would you pay to use the swimming pool or games room? |         |
|    | nothing or (they're) free                                      | = 1 pt  |

TOTAL

=10 pts

Appendix 23

The Cleveland Defined Content  
Syllabus

Extracts

# THE CLEVELAND DEFINED CONTENT SYLLABUS IN FRENCH

## COMPILED BY

Alma Hellaoui (Northfield)  
Chris Graham (Warsett)  
Chris Hole (Ormesby)  
Sue Hyland (Eggescliffe)  
Debbie Jackson (ex Springfield)  
Anne Martinez (Acklam Grange)  
Ros Periatambee (Norton)

The Cleveland Defined Content Syllabus - French

Index

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3. Aims and objectives, (i) and (ii).	3, 4
4. Principles of testing.	5, 6
5. The phonological system.	7
6. Classroom management.	8, 9, 10
7. Basic linguistic and background knowledge required for all four levels.	11
8. Scenarios for four levels.	12
9. (a) The Level 1 syllabus (b) The Level 2 syllabus (c) The Level 3 syllabus (d) The Level 4 syllabus	) ) Colour coded ) )
10. Appendix A - (Vocabulary Levels 1 - 4).	13-24
11. Appendix B - Functions.	25-31
12. Appendix C - Structures.	32-40

1) Principles of the syllabus

1. COMMUNICATION is the fundamental principle of the syllabus.

Communicating means USING language for a purpose.

Success in communication is evaluated in terms of the effective conveying and receiving of information.

2. A study of the syllabus is designed to bring about improved confidence in the skills of:

- a) listening comprehension
- b) oral production
- c) reading comprehension
- d) written production (not tested until levels III and IV)

This is because communicating is about exchanging meanings whether through speech or writing.

3. Accumulative transfer of knowledge between topics and levels is expected. It may well be appropriate to use structures that appear in one topic in another, even though those particular structures may not actually be listed in both topics. It could also be appropriate and necessary to use language from one level when doing a topic from a later level.

4. This syllabus is a testing syllabus, not a teaching syllabus. The defined content therefore describes the minimum requirement for the graded tests and does not preclude additional teaching and learning which the teacher may feel appropriate.

5. In addition to the syllabus we would refer teachers to the section on the use of the foreign language in classroom management. This section is not part of the testing syllabus.

6. Although the syllabus is ordered along functional/notional lines, provision has been made for progression in language acquisition and to this end the structures/grammar section has been extrapolated.

7. The study of background cannot be separated from a study of its social and cultural context. Background knowledge is assumed as it is an inherent part of any language studied. Additional notes and observations have been included where appropriate.



2) What is a communicative syllabus ordered along functional/notional lines?

It is one which places the greatest emphasis on the USFS to which the language is put. It attempts to suggest language which could satisfy the needs of the learner in given situations.

FUNCTIONS - are what you do with the language -  
e.g. report information, express regret, ask for something.

NOTIONS - general notions are ideas or concepts -  
e.g. size, possession, past time.

- specific notions are specific items of vocabulary -  
e.g. car, franc, swimming-pool.

The reason for expressing language in terms of functions and notions instead of verbs and nouns etc. is because we are trying to express communicative and not structural value.

The sentence "Chantal a une grande voiture" may be considered from two points of view.

(a) from the grammatical angle where the structure and form of the language are stressed, e.g. adjectival position and agreement, and,

(b) from a functional angle where the purpose of the language is to report information about Chantal. Within this latter function are the notions of size and possession.

In a communicative syllabus the emphasis has shifted from the structure to the use of the language - although this does not negate the need for structural patterns. It can be said, however, that many meanings can be expressed with a limited knowledge of the grammatical system.

Since the functions and notions relate to the communicative needs of the learner, only the parts of the grammar and vocabulary systems relevant to those needs will be specified.

### 3) Aims and Objectives (i)

The main aims of the syllabus are as follows:

1. To develop the ability to use French effectively for the purpose of practical communication.
2. To provide worthwhile and realistic goals in the learning of the language.
3. To form a sound basis of the skills, language and attitudes required for further study, work and leisure.
4. To develop an awareness of the nature of language and language learning.
5. To provide enjoyment and intellectual stimulation.
6. To offer insights into the culture and civilisation of French-speaking countries.
7. To encourage positive attitudes towards language learning, to speakers of foreign languages and an empathetic approach to other cultures and civilisations.
8. To promote skills of learning which have more general application, e.g. analysis, memorising, drawing of inferences.

3) Aims and Objectives (ii)

The principal objectives of the syllabus are as follows:

1. To enable learners to use French effectively and appropriately for the purposes of practical communication.
2. To enable learners to cope linguistically within defined situations, in which they might find themselves on a short or an extended visit to a French-speaking country - on a personal basis or as a spokesperson for a group.
3. To enable learners to understand spoken French they would be likely to hear in the defined topic areas, in predictable and unpredictable linguistic contexts on the levels of gist and more detailed comprehension.
4. To enable learners to understand the written French they would be likely to see and read in the defined topic areas, in predictable and unpredictable linguistic contexts, on the levels of gist and more detailed comprehension.
5. To enable learners to exchange information in French of both an interactional and transactional nature.
6. To enable learners to convey information in written French of both an interactional and transactional nature.

#### 4) Principles of testing

##### 1. THE TARGET AUDIENCE

Achievement tests are intended for any age and any level of ability. They may be taken whenever appropriate for the individual or the group. In an ideal world, this would mean that individuals could ask to be tested at any time, but, due to the constraints of classroom teaching this may not be possible. However, it will be possible for groups to be tested at any time throughout the year. It is therefore understood that teachers send for copies of the appropriate testing material when required.

##### 2. CRITERION REFERENCED

The tests are criterion referenced, thus it is not intended that a certain percentage of candidates succeed but that all those reaching the specified standard succeed.

##### 3. ACCUMULATIVE TRANSFER OF KNOWLEDGE

Accumulative transfer of knowledge between topics and levels is expected and will be tested as far as possible at the appropriate level of difficulty.

##### 4. AUTHENTICITY OF TESTS

If, in an attempt to make the tests as authentic as possible, certain elements are included which are not listed in the syllabus, then the comprehension of these elements will not be necessary in order to achieve the marks allocated to the test item. This applies to levels I, II and III. However, in level IV, candidates will be expected to understand some language which is not specifically written into the syllabus but which is manifestly appropriate to the topic areas. At this level it is unrealistic to define within the syllabus all language for receptive purposes.

##### 5. ACCEPTABILITY OF LANGUAGE

In testing the productive areas of the syllabus, any form that the candidate has mastered and that s/he can use appropriately to express the functions and notions being tested will be accepted, whether or not this form has been specified in the syllabus.

##### 6. CRITERIA OF SUCCESS

At each level a candidate will be successful if s/he has:-

- (a) achieved the overall pass-mark for the level test.
- (b) achieved the minimum standard required in each skill area being tested.

Successful candidates will receive the appropriate certificate.

#### 6. Classroom Management

For many learners the classroom will be the only place where they use the foreign language. What goes on in the classroom cannot be seen merely as a rehearsal for what might happen later - what we must try to do therefore is to make the classroom a place where we communicate in the F.L. By adapting his/her language to the learners' level the teacher will help the learner to communicate his/her needs in the F.L.

It is necessary to create the NEED to communicate and therefore the teacher should organise the classroom in such a way that the learners are asked to perform everyday tasks in the F.L.

e.g. 'Distribuez les cahiers s.v.p.'  
'Ouvrez les fenêtres s.v.p.'

Similarly the teacher should give the learner the possibility to communicate about everyday matters by posing questions,

e.g. 'Où est ton cahier? A la maison? Dans ton sac?'

In order to elicit a suitable reply the teacher may need to start by prompting the learner, perhaps by giving alternatives. Gradually the learner can be expected to respond with less prompts. At a later stage the response to the above question might be:

'J'ai perdu mon cahier'  
or even 'Je l'ai perdu'

and this, like many other common classroom expressions may well appear within certain situations within the syllabus,

e.g. 'J'ai perdu mon passeport'

This process involves a gradual build-up of language which will give the learner the confidence to use the foreign language as a tool to cope in predictable and unpredictable situations which will occur in real life.

The temptation is to use English for routine communication in the classroom because it is quicker and easier. When this happens the message being given to the learner is,

'Use English when you have something real to say, use the F.L. when doing exercises and question and answer work'. This is often perceived as unreal communication.

There are obviously many possibilities for using the F.L. in basic classroom management and the following list suggests some of these.

Classroom Management

Possible Forms

- |                                       |   |
|---------------------------------------|---|
| 1. Establishing who is absent and why | Qui est absent aujourd'hui?<br>Il/Elle est malade, en vacances?                         |
| 2. Dealing with latecomers            | Tu es en retard, pourquoi?<br>(Perhaps an English reponse would be acceptable at first) |
| 3. Organising materials and equipment | Distribuez les cahiers s.v.p.<br>Allumez s.v.p.   |
| 4. Explaining context and activity    | Maintenant on est à la pharmacie .....  |

There are, of course, many others which could be added to this list.

As much communication as possible in the F.L. in the classroom is the ideal to which we all might aspire but often we do not match up to our expectations. The only recommendation we can make to ourselves is:

"Keep on Trying"

The following list of expressions, which is not exhaustive, includes many which could be used in various situations. As such they could well appear in the tests if appropriate to the context and scenario of a particular test item. Verbs are listed in the 'vous' form of the imperative, clearly the 'tu' form may be used where appropriate.

1. Qu' est-ce que cela veut dire en anglais? (The teacher might use this phrase to check comprehension, the learner might later include it in his/her active vocab.)	20. Cela (ça) ne fait rien
2. Comment ça s'appelle (en anglais? (en français?	21. Comme ça, comme ça
3. Comment ça s'écrit?	22. De rien/Il n'y a pas de quoi
4. Comment?	23. Cela (ça) m'est égal
5. Pardon	24. Tant pis/Tant mieux
6. Je ne comprends pas	25. Je suis désolé(e)
7. Parlez plus lentement s.v.p.	26. Ça y est
8. Répétez s.v.p.	27. Cela (ça) vous dérange?
9. Parlez plus fort s.v.p.	28. A bientôt/A ce soir/A demain etc.
10. D'accord/O.K.	29. Levez-vous/Asseyez-vous
11. Certainement/Bien sûr	30. Taisez-vous
12. Pas possible	31. Ecoutez (bien)/Regardez
13. C'est dommage	32. J'ai fini/J'ai terminé
14. Ça ne marche pas	33. Distribuez les cahiers/les feuilles etc.
	34. Un truc/Un machin
	35. Ça alors/Zut/etc.

- |  |
|--|
| 15. Bon Anniversaire/Bonne Fête        |
| 16. Bonne Année/Joyeux Noël            |
| 17. Félicitations/Bravo                |
| 18. Bon weekend/Bonne Journée          |
| 19. Bon Appétit/Bon Voyage/Bonne Route |

7. Basic Linguistic and Background Knowledge required for all four levels

Learners are expected to know

- |                                   |   |  |
|-----------------------------------|---|--|
| 1. Dates                          | - | days, months   |
| 2. Numbers                        | - | 1 - 1000   |
| 3. Time                           | - | 12 hour/24 hour clock  |
| 4. Currency                       | - | Use of money   |
| 5. Weights                        |   |  |
| 6. Liquid measure                 |   |  |
| 7. Distance                       |   |  |
| 8. Alphabet                       | - | please note that in the syllabus accents have been <u>excluded</u> from capital letters. However, they may well be seen, and are, of course, acceptable. |
| 9. Relevant background knowledge, |   | some of which is included in column 5 with each topic  |



8) CLEVELAND DEFINED CONTENT SYLLABUS : SCENARIOS FOR FOUR LEVELS

Level 1      Day Trip to a French Speaking Country

- |         |                    |  |
|---------|--------------------|--|
| Topic 1 | Personal questions | name, age, nationality, etc.             |
| 2       | In the town        | asking the way, understanding directions |
| 3       | Shopping           | for souvenirs, food and drink for snacks |
| 4       | In a café/bar      | order and pay for drinks and snacks      |
| 5       | Basic services     | postage and chemist                      |

Level 2      Visit to a French Speaking Country with a School Party

- |         |                     |   |
|---------|---------------------|---|
| Topic 1 | Tourist information | about the town, places of interest, bus and metro |
| 2       | At a restaurant     | order and pay for a meal                          |
| 3       | Shopping            | for more souvenirs and clothes                    |
| 4       | Entertainment       | discussing plans with a French speaking person    |
| 5       | Public services     | telephone and lost property                       |

Level 3      A trip to a French Speaking Country with Own Family, acting as Interpreter

- |         |                          |  |
|---------|--------------------------|--|
| Topic 1 | Travel by car            | including breakdown and accident                   |
| 2       | Tourist services         | customs, road and weather conditions, banking      |
| 3       | Travel by boat and train | including enquiries re. times, tickets, procedures |
| 4       | Illness                  | emergencies: chemist, doctor, dentist              |
| 5       | Accommodation            | at an hotel, or camp site, or youth hostel         |

N.B. This topic includes the writing of a formal letter to

- |              |                  |                      |                       |
|--------------|------------------|----------------------|-----------------------|
| (i) an hotel | (ii) a camp site | (iii) a Youth Hostel | (iv) a tourist office |
|--------------|------------------|----------------------|-----------------------|

Level 4      Staying with a French Speaking Family

- |         |  |
|---------|--|
| Topic 1 | Arrival at the family home   |
| 2       | Food and drink at home   |
| 3       | Discussion of home and school  |
| 4       | Discussion of hobbies and holidays   |
| 5       | Before and after the visit, including informal letters, conversations (over the telephone) |

LEVEL ONE - TOPIC THREE - SHOPPING

AIM: To provide the basic linguistic skills and background information necessary to enable the learner to buy things for himself/herself and others.

OBJECTIVES: The learner should be able to:

1. find his/her way to any of the shops as listed.
2. ask for any item listed in this topic.
3. specify quantities required.
4. ascertain prices.
5. cope with a negative response and state an alternative preference.
6. pay for articles purchased, handling appropriate transactional language.
7. read signs and notices related to the items listed.

Functions/Notions	Speaking	Listening	Reading	Comments
Asking directions to shops	Il y a ) un supermarché Y a-t-il) un hypermarché un marché un tabac une boulangerie une pâtisserie une épicerie une charcuterie	Directions as in Topic 1	MARCHE SUPERMARCHÉ HYPERMARCHÉ BOULANGERIE PATISSERIE CHARCUTERIE ALIMENTATION GENERALE TABAC GRANDS MAGASINS LIBRERIE-PAPETERIE	- Explain that supermarkets are usually found in towns whereas hypermarkets are to be found on the outskirts.  - Discuss the names of some of the main chain stores: e.g. Mammouth, Carrefour.
Asking to buy items (general vocab)	Je voudrais/donnez-moi/avez-vous? un(e) grand(e)/petit(e) x grand(e)(s)/petit(e)(s) un(e) comme ça/c'est ça c'est trop/ça va c'est tout c'est ) ça fait) combien? un peu (moins (plus un sac	A votre service Vous désirez? (as opposite) Combien? Et avec ça? Quel parfum? C'est ) Ca fait) x francs Je regrette, nous n'en avons(pas (plus Passez) Payez ) à la caisse	OUVERT/FERME  ENTREE/SORTIE (de secours) ENTREE LIBRE CAISSE  Heures( d'ouverture ( de fermeture  FERMETURE ANNUELLE  LIBRE SERVICE	- In supermarkets and hypermarkets plastic bags are provided free of charge.  - Shoppers are prevented from entering large stores about half an hour before closing time.  - In small shops in villages it is expected that basic courtesies be respected e.g. Bonjour, m., mme., etc.
Asking to buy items (a) à la boulangerie	un(x) croissant(s) un(x) pain(s) une( ) baguette(s) un pain au chocolat un éclair/une tarte un eskimo	Repetition of items opposite as appropriate	PRIX DU PAIN PAIN BAGUETTE ECLAIR/TARTE   GLACES FRAISE/VANILLE CHOCOLAT/CAFE  JAMBON PATE (MAISON) FROMAGES CAMEMBERT/BRIE BEURRE	- Note times of opening and closing may be different e.g. later closing times, longer lunch-time.  - Describe the wide choice of cakes usually available - these are but a few.
(b) à la pâtisserie	une (x) glace(s)(à la fraise (à la vanille (au chocolat (au café un paquet de bonbons une tablette de chocolat une pizza/une quiche un(x) saucisson(s) une(x) tranches de jambon du pâté			- Explain that the price of bread is fixed by law in France - price determined by weight. Describe the different types of bread.
(c) à la charcuterie				

Functions/Notions	Speaking	Listening	Reading	Comments
(d) à l'épicerie	x grammes de beurre de (ce) fromage du brie une boîte de camembert un paquet( de chips ( de biscuits un(x) yaourt(s) nature(s) (or flavours, see ices) une (x) bouteille(s) d'eau minérale de vin rouge/blanc/rosé de limonade un panier	du vin ordinaire?	CHIPS BISCUITS YAOURT NATURE VIN/EAU MINÉRALE LAIT LIMONADE KILO/GRAMMES LIVRE/PIECE PANIER POMMES/ABRICOTS PECHES/POIRES PRUNES/CERISES BANANES/ORANGES FRAISES/RAISINS TOMATES MELON ANANAS CONCOMBRE	- Explain that there are so many types of pâté available - it may be easier to point to the type desired. "Comme ça" would be appropriate to indicate both type and quantity required. - Mention the popularity of mineral water - many different types available - often called by their brand names. - Compare metric and imperial weights. - Describe approx. how many pieces of fruit in a given quantity. - Stress the use of "une livre" rather than a "demi-kilo". - Describe different types of tomato. - Mention that is quite acceptable to see people handling and sampling fruit and vegetables (sampling when invited to do so). - Describe common symbols to be found outside shops e.g. outside "tabac" - red cigar shape Outside "charcuterie" - pig's head
(e) au marché	un (demi)(x) Kilo(s) ) une (demi) livre ) cent grammes ) de... d' pommes/pêches/poires abricots/prunes/cerises bananes/oranges/fraises raisins/tomates un(e)//deux/x plus above list. as appropriate un(x) melon(s) un(x) ananas un concombre			
(f) au tabac	un bic/un stylo une(x) carte(s)-postale(s) une(x) enveloppe(s) un (x) timbres pour l'Angleterre		BIC/STYLOS CARTES POSTALES	

LEVEL ONE - TOPIC FOUR - IN A CAFE/BAR

AIM: To provide the basic linguistic skills and background knowledge necessary to enable the learner to cope with the various tasks involved in ordering drinks and snacks in a café in a French-speaking country.

OBJECTIVES: The learner should be able to:-

1. attract the waiter/waitress.
2. order the following items:-
  - (a) drinks - of various types.
  - (b) snacks - hot and cold.
3. cope with a negative response and state alternative preference.
4. settle the bill.
5. locate the toilets
6. read, recognise and understand the items listed on a menu or on a price-list in a café, together with other written information as appropriate.

LEVEL ONE - TOPIC 4 - IN A CAFE/BAR

Functions/Notions	Speaking	Listening	Reading	Comments
Attracting the waiter's attention	Monsieur, Madame, Mademoiselle, s.v.p. Garçon s.v.p.	Oui, M./Mme./Mlle.(or plural versions) Vous désirez? A votre service	Items listed in the speaking section as they would appear on a price-list SALON DE THE TARIF des CONSOMMATIONS BOISSON PILOTE CAFE/CAFE-CREME THE ... au lait/au citron CHOCOLAT LIMONADE BIERE ... pression/bouteille blonde/brune PEPSI/COCA/ORANGINA JUS D'ORANGE LAIT DIABOLO .. menthe citron fraise CITRON PRESSE MENTHE A L'EAU VINS ON PEUT APPORTER SON MANGER IL EST INTERDIT D'APPORTER etc.	- It would be more appropriate for children to use the form 'Monsieur' instead of 'Garçon'. Garçon is used less and less these days. - Prices are displayed and this is required by law. - Differences between 'café-crème' and 'café au lait' should be explained. - Discuss the way in which the French prepare and drink tea. - Explain how hot chocolate is popular in France - Remind learners that lemonade is very cheap and much cheaper if ordered 'pression' as opposed to 'en bouteille'. - Explain the popularity of 'diabolo' drinks made by adding lemonade to undiluted juice. - Explain how 'citron pressé' is prepared. - Explain about 'un demi' which is 50cc
Ordering	je voudrais donnez-moi avez-vous (a) drinks un café/un café crème un thé ( au lait ( au citron un chocolat une limonade/un cidre/un pepsi/ un coca un jus d'orange/un orangina un diabolo ( menthe ( citron ( fraise un citron pressé une menthe à l'eau un verre de lait de l'eau minérale une bière/une blonde/une brune pression/bouteille/un demi un vin ( rouge ( blanc ( rosé	un grand ou un petit? gazeuse? blonde ou brune? pression ou en bouteille?		

Functions/Notions	Speaking	Listening	Reading	Comments
(b) snacks				
un sandwich ( au jambon		Voulez-vous manger?	Items listed in the speaking	
( au fromage		Qu'est-ce que vous voulez?	section as they would appear on	
( au pâté			a price list.	
( au saucisson			SANDWICHES ... variés	
		tout de suite	au fromage	
un hamburger/un hot-dog			au saucisson	
un croque-monsieur/madame			au jambon	
une pizza/une quiche			au pâté	
			HAMBURGER/HOT DOG/	
une assiette anglaise			CROQUE-MONSIEUR/MADAME	- Explain the difference between
			PIZZA/QUICHE	croque monsieur and croque
une crêpe ( au chocolat			A EMPORTER	madame. The latter has an egg
( au sucre			CREPERIE	on top.
( à la confiture			CREPES .. au chocolat	
une gauffre ( à la confiture			au sucre	
( à la chantilly			à la confiture	
(à la bûnédicline			GAUFFRES .. à la confiture	
une omelette ( nature			à la chantilly	- Talk about the popularity of
( fines herbes			à la bûnédicline	pancakes and waffles.
( au fromage			OMELETTES .. nature	
( au jambon			finer herbes	
des oeufs durs			au fromage	
des oeufs sur le plat			au jambon	
des frites			OEUFs ..durs	
un croissant			sur le plat	
un cake/une pâtisserie			FRITES	
une glace ((à la) fraise		c'est tout?		
((au) chocolat			CAKE/PÂTISSERIE/CROISSANT	- Explain how the cake is usually
((à la) vanille		quel parfum?	GLACES ... fraise	wrapped in a cellophane packet.
((au) cassis			chocolat	
(mocca		une grande ou une petite?	vanille	
((à la) pistache		une simple/une double?	cassis	
une boule x, une boule y			mocca	
une simple			DOUBLE	
une double			pistache	

Functions/Notions	Speaking	Listening	Reading	Comments
Coping with alternative orders	Je regrette M./Mme./Mlle. Nous n'avons pas ( cela ( name of item ordered  Ca ne fait rien. Je prends ... (+ alternative)			- In French cafés there are different tariffs. e.g. drinks are cheaper when bought at the counter, but it is expected that they are drunk there.  - After having bought a drink it is possible to stay at the café for quite a long time without buying another.  - Explain the approximate service charge and the practice of tipping.
Settling the bill	Ca fait combien? L'addition s.v.p. Le service est compris?	Ca fait x francs Voilà l'addition Oui/non Le service ( est compris ( n'est pas compris	The learner should be able to understand the prices as listed on the price-list and on the bill. PRIX NET SERVICE COMPRIS NON COMPRIS EN SUS I.V.A.	
Locating the toilets	Où sont les toilettes s.v.p.? Il y a des toilettes ici?	oui ( au fond ( à l'extérieur ( là-bas	TOILETTES - HOMMES - DAMES	- I.V.A. is the equivalent of VAT  - Often there is only one toilet for both men and women in café /bars  - In small cafés it is expected that a) customers greet others Bonjour M./Mme. etc. b) that regular customers shake hands with the patron/garçon



LEVEL TWO - TOPIC TWO - AT A RESTAURANT/CAFE

AIM: To provide the linguistic skills and background knowledge necessary to enable the learner to cope with the various tasks involved in ordering a meal (with drinks) in a restaurant or café.

OBJECTIVES: The learner should be able to:

1. ask for a table.
2. request the menu.
3. seek information concerning certain items (from 2 above).
4. order a meal with drinks.
5. settle the bill.

Functions/Notions	Speaking	Listening	Reading	Comments
1. Asking for a table	M./Mme/M'lle s.v.p.	Vous désirez M/Mme/M'lle?	RESTAURANT	-The MENU has 2 interpretations
	Je voudrais) une table	Oui nous avons une table	CAFE	a) a list of dishes available
	Avez-vous )	pour x personnes		b) a set menu at a fixed price
	pour x personnes	Oui, essayez-vous là-bas		to be offered between 19.00
		Vous avez réservé?		and 21.00.
	Nous sommes x	Je regrette, nous n'avons pas de		-It is compulsory for restaurants
	On peut manger?	tables libres (en ce moment)		to display price lists outside.
	Il faut attendre longtemps?	Il faut attendre x minutes		
		Par ici m/dames		
2. Asking for the menu/drinks and making enquiries	le menu, s.v.p.		A EMPORTER	
	le plat du jour )	C'est (+ item from 3.d.)	COUVERT/VIN/SERVICE	
	la spécialité de la maison)		COMPRIS	
	qu'est-ce que c'est?		NON COMPRIS	
	qu'est-ce que vous avez comme...?		BOISSON EN SUS	
			CARTE DES VINS	
3. Ordering	Pas encore	Vous avez choisi?	LE MENU TOURISTIQUE	
a) set menu	Le menu (touristique) à x francs		à x FRANCS	
b) à la carte	Je voudrais manger à la carte	Qu'est-ce que vous (voulez ...	SPECIALITE MAISON	
		(prenez ...	PLAT DE JOUR	
c) starter course	du/de la/des ...	... comme hors d'oeuvre?	AU CHOIX	
	pâté		(items as listed opposite)	
	artichauts			
	radis au beurre			
	oeufs mayonnaise			
	salade de tomates			
	potage			
	soupe (à l'oignon			
	(de poisson			
	fruits de mer ..			
	moules (marinières)			

Functions/Notions	Speaking	Listening	Reading	Comments
c) starter course (cont'd)	un/deux etc. hors d'œuvre crudités plat(s) d'escargots	... comme entrée? Bon appétit! Que voulez-vous ...	HORS D'OEUVRE ENTREE POISSONS VIANDES LEGUMES	
d) main course and vegetables	du/de la/des/un/une/deux/le/la/ les etc. (plus items as listed opposite) steak (saignant (à point (bien cuit steak haché coq au vin poulet bifteck rôti de boeuf sole meunière côtelette de porc/d'agneau sole meunière truite aux amandes cuisses de grenouilles petits pois frites haricots verts carottes épinards champignons choufleur pommes (sautées (à vapeur salade (verte) riz un(e)/deux etc.... tarte aux pommes crème-caramel flan yaourt fromage (+ other items from Level 1	... comme plat principale?	(items as listed opposite in the speaking column)	-When ordering, the starter, main course and vegetables are usually ordered initially, then the dessert is chosen later.  -If ordering the set menu, one vegetable is usually taken with one dish.
e) dessert		... comme dessert?		

Functions/Notions	Speaking	Listening	Reading	Comments
f) drinks	une/ x (bouteille (s) (carafe (s) un pichet  de vin (rouge (blanc (rosé	... comme boisson?	BOUTEILLE PICHET	-Wine is often served immediately, even before the food is brought.
g) general	encore du/de la etc. + item			
4. Settling the bill	See Level 1, Topic 4.			

LEVEL TWO - TOPIC THREE - SHOPPING

AIM: To provide the linguistic skills and background information necessary to enable the learner to buy things for himself/herself and others.

OBJECTIVES:

The learner should be able to:

1. locate departments in large stores.
2. ask to try on clothes.
3. obtain other goods required as follows:
  - (a) jewellery.
  - (b) film.
  - (c) souvenirs.
  - (d) toiletries.

Functions/Notions	Speaking	Listening	Reading	Comments
1. Locating departments in large shops.	Le rayon (de vêtements (de cadeaux (de photo La parfumerie	as Level 1, Topic 2	SOUS SOL REZ DE CHAUSSEE ASCENSEUR PREMIER (1er) ETAGE DEUXIEME (2ème) ETAGE TROISIEME (3ème) ETAGE QUATRIEME (4ème) ETAGE CINQUIEME (5ème) ETAGE  RAYON DE VETEMENTS RAYON HOMMES DAMES ENFANTS PARFUMERIE  SOLDES SOLDE (ES) PRIX REDUITS PRIX IMBATTABLE EN PROMOTION FIN DE SERIE FIN DE SAISON CABINES D'ESSAYAGE  JEAN COLLANT CHAUSURES CHAUSSEETES  TRICOTS	-Learners should be familiar with continental clothes and shoe sizes.  -There is a limit to the number of articles customers are allowed to try on.  -Appropriate feminine and plural forms of adjectives should be learnt.  -Note that marron never agrees.       -In small clothes shops, alterations are often free, and done within 24 hours.
2. Trying on clothes	Je peux essayer ce/cette/ces...? (jean (tee-shirt (robe (jupe (sandales (bottes (gants (tricot C'est + size Avez-vous x en (+ size (+ colour) bleu/blanc/vert/jaune rouge/marron/noir/gris	Bien sûr Voulez-vous essayer? Voici les cabines  C'est quelle taille? C'est quelle pointure?   Nous n'en avons plus en x Mais nous en avons en + colour  C'est pour (vous? (qui?  Cela vous plaît? Cela vous va?		
	Oui, c'est pour moi/lui/elle Non, c'est pour un enfant de x ans.  Oui je prends ce etc. + article Ça va, oui Non c'est trop (court (long (grand (petit (cher			



LEVEL FOUR - TOPIC TWO - FOOD AND DRINK AT HOME

AIM: To provide the linguistic skills and background knowledge necessary to enable the learner to enjoy a meal at home with a French speaking family.

OBJECTIVES: The learner should be able to:-

1. find out about meal times.
2. take his/her correct place at table.
3. cope with meal time demands and problems.
4. express appreciation of what he/she has had to eat and drink.
5. indicate what he/she likes/dislikes about food.
6. offer to help in some way.
7. learn some simple recipes.



Functions/Notions	Speaking	Listening	Reading	Comments
1. Discussing meal times	Le petit-déjeuner) Le déjeuner ) Le dîner ) ..... ..... c'est à quelle heure?	C'est à + time		-It is usual to keep your knife fork and plate for hors d'oeuvre and main course, and sometimes cheese. After this, before dessert, plates are changed.
2. Being invited to the table and finding a seat	Ca va ici?	A table On va manger  Oui, assieds-toi ) asseyez-vous) (ici (là Voici ta ) votre) serviette		-French families use the same napkins for several meals and each person keeps his/hers. - "Bon Appétit" is always said before a meal. -Mention that frogs legs are not part of a basic diet.
3. General comments before a meal	Oui, j'ai (faim (soif Bon appétit	Tu as ) Vous avez) (faim? (soif? Bon appétit		-Merci alone means "no thank you
4. Being offered food and drink	Oui, s.v.p. Un peu s.v.p. Un tout petit peu Merci, ça va comme ça Ça suffit Je peux goûter? Je regrette mais ..... ... je n'aime pas x	Tu prends ) Vous prenez) x (+ name)? Encore un peu de x?  Tu veux ) Vous voulez) (+ food and drink ? (goûter?		
5. Making requests at table	Passez-moi (de l'eau (le sel (le sucre (le poivre (la moutarde (le pain (un couteau (une cuiller (une fourchette			

Functions/Notions	Speaking	Listening	Reading	Comments
6. Discussing the meal	<p>J'aime + item Level 2 Topic 2</p> <p>C'est (très) bon C'est délicieux J'aime ça Je n'aime pas (beaucoup) ça J'adore ça Je suis au régime Ça me rend malade</p>	<p>Qu'est-ce que (tu aimes (vous aimez) ... ..... manger et boire?</p> <p>Ca va? Cela vous plaît? C'est bon? le porc le poisson l'agneau le veau + item from Level 2 Topic 2 as appropriate</p> <p>Qu'est-ce que (tu aimes ... (vous aimez) ... ..... comme légumes</p> <p>Tu aimes ) Vous aimez) + item Level 2 Topic 2 as appropriate</p> <p>J'ai très bien (mangé (bu</p>		
7. Offering to help	<p>Je peux vous aider? Ca va? Comme ça? Oui, avec plaisir Où est-ce que je range ... ... (la vaisselle? (les serviettes? (le couvert? (les verres?</p>	<p>Tu peux ) Vous pouvez) (mettre la table (débarrasser la table (faire la vaisselle (essuyer</p> <p>Ici Là</p>		<p>-When setting the table: -forks face downwards -knives point in the opposite direction -glasses are placed in the centre above the plates -napkins are always used -no side plates are required for bread  -Explain a simple breakfast table.</p>



1. Exchange of information of a personal nature
2. Reading written requests for personal information

TOPIC 2. IN THE TOWN

1. Attracting attention
2. Asking for directions
3. Coping with a negative response
4. Understanding directions
5. Asking for clarification
6. Checking information
7. Asking for distance/location
8. Asking opening/closing times
9. Understanding related written information

### TOPIC 3. SHOPPING

1. Locating shops/items listed in stores
2. Asking for listed items
3. Asking for specific quantities
4. Ascertaining prices/asking for bags
5. Coping with alternative suggestions
6. Paying for articles
7. Recognising shops listed/reading signs

## TOPIC 4. IN A CAFE-BAR

1. Attracting the attention of waiter/waitress
2. Ordering drinks and snacks
3. Coping with alternative orders
4. Settling the bill
5. Locating the toilets
6. Reading lists of items on menus/signs

## TOPIC 5. BASIC SERVICES

1. Asking for directions - Post Office/lobaconnist
2. Buying stamps
3. Using stamp machines
4. Buying basic medication
5. Reading information about dosage

These structures are the most common active structures used in speaking which are used in Level I, i.e. they occur more than once. The aim of this appendix is to emphasise them in grammatical terms:

(a) as a check list for teachers

(b) as a practice list for learners and teachers.

By frequent rehearsal of the basic structures it is hoped that a certain fluency may be developed. This will be particularly useful in rôle-play.

1. VERBS	Present Tense	INFINITIVES	EXAMPLES
(a) Present Tense			
		avoir	j'ai vous avez ( + noun ( + age j'aime vous aimez ( + noun ( + verb Je déteste + noun Je prends + noun ça fait + question word il y a + noun y a-t-il ( + noun ( + phrase
(b) Negatives of above where defined		aimer savoir comprendre	Je n'aime pas + noun Je ne sais pas + verb Je ne comprends pas + noun
(c) Negative + Infin. of above e.g.		aimer	Je n'aime pas + verb
(d) Forming questions a) by inversion b) by inflection		avoir parler	avez - vous ..... ? tu parles ..... ?
(e) Use of être		être	Je suis vous êtes ( + nationality ( + open/closed où est/sont ? c'est tournez à droite prenez la première etc. donnez - moi + noun répétez S.V.P. allez/continuez tout droit
(f) Imperative		tourner prendre donner répéter aller/continuer	
(g) Conditional Tense		vouloir	Je voudrais + noun

